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ABSTRACT

The contract learning program at Bristol Community College (Fall River Mass.) was developed to offer students of diverse backgrounds an optional method of pursuing their educational goals. This document reviews the history of the program, and proposes an alternate administrative procedure appropriate to learning contracts. The document includes a review of various alternate administrative procedures as discussed in the literature, and recommends the following approval process: (1) a faculty sponsor is selected; (2) the contract proposal is developed, with the help of the faculty sponsor; (3) the contract proposal is submitted to the department most directly involved with the subject for approval; (4) the faculty chairman submits the contract proposal to the division chairman for approval; (5) the contract proposal is submitted to the Dean of Academic Affairs for approval. Academic credit is awareded only if the above procedure is followed before the student begins his work. (NHM)

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A SYSTEM FOR THE IMPLEMENTATION OF CONTRACT LEARNING AT BRISTOL COMMUNITY COLLEGE

BY

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BRISTOL COMMUNITY COLLEGE

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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ABSTRACT

Bristol Community College has historically used the traditional methods of teaching/learning. Research into the background of Bristol Community College's diverse student population uncovered a dire need for an alternate approach to learning. A Contract Learning Program was developed to meet these needs.

The author has investigated and researched the governance approaches and concerns about the Contract Learning Program.

The author proposes a governance structure appropriate for the administration of Learning Contracts at Bristol Community College. Further recommendations concerning the structure flexibility are also made.

PREFACE

Bristol Community College has students of diverse background, age and educational level. The diversity of this population involves a high percentage of immigrants, disadvantaged, adults, veterans and housewives. The purpose of the following study was to investigate a governance structure that would be appropriate for the administration of the Contract Learning Program at Bristol Community College. As a result of this study, it is hoped that faculty members will be encouraged to participate in this non-traditional approach to learning.

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CHAPTER 1

THE PROBLEM

A Contract Learning program has been developed at Bristol Community College to offer students of diverse backgrounds an optional method of pursuing their educational goals. Initially the learning contracts were administered through what was perceived by some to be a cumbersome mechanism. The Contract Learning Policy in both the College Catalog and the Faculty Handbook of college policies states:

> Bristol Community College sponsors a program which treats the college and the surrounding community as a single, expanded academic campus. The primary objectives of this program is to facilitate individual and community development. To accomplish this, Bristol Community College encourages highly personalized modes of learning and often involves students and faculty directly in significant community activities.
>
> For students who wish to depart from the traditional academic mode or wish to investigate personally relevant academic concerns, Bristol Community College offers a flexible credit format in which students may create part of their own programs of study.
>
> The Office of the Dean of Academic Affairs and the Placement Office of the College have personnel available to help students conceptualize their programs, identify appropriate resource people and prepare the necessary learning contract. The contract consists of two general kinds of information: (1) what the student plans to accomplish, (2) how he plans to accomplish it.
>
> The amount of credit assigned to a student's program is based on the merits of the particular program and may vary to a maximum of one-eighth of a student's total credit hours required for his particular degree program.
>
> Programs may include field experience in such areas as mental health, social service, business and public service. Some examples of programs are available in the Placement Office of the College.

1. Any Bristol Community College student may apply for approval of a contract learning proposal. The formal written proposal shall contain an outline of the program to be pursued and a statement of the credit hours to be awarded to the student upon the successful completion of the proposed program. The proposed program must be approved by the outside agency concerned, a faculty sponsor, and the academic department(s). The chairman(men) of the department(s) shall consult with the appropriate Divisional Chairman and the Dean of Academic Affairs concerning the proposal.

2. During the drop-and-add period the student may, of course, drop his contract learning program. Up to five weeks in the semester the student may increase the credit hours for his contract learning, subject to the same approval procedures as for the original proposal. It is understood that the amount of credit added may necessitate the dropping of other courses from the student's current program.

3. A maximum of one-eighth of a student's total credit hours required for his particular degree program may be earned through contract learning.

4. The evaluation of student achievement shall be the responsibility of the faculty sponsor who shall consult with the student's immediate supervisor(s) from the outside agency. The evaluation shall be on a credit/no credit basis for the number of hours specified in the contract and the titles of the program shall be noted in the student's transcript.

5. Contract learning proposals will be approved only for endeavors that do not duplicate Bristol Community College's current curriculum of courses.

Implementation of the Contract Learning Policy had not been explained in any great detail to the faculty and staff of the college. Many faculty sponsors involved in the initial stages of the contract learning program expressed the feeling that having to receive approvals from the department chairpersons, divisional chairpersons and the Dean of Academic Affairs served as a restraint on program development. They indicated that the time necessary to receive approvals through these channels proved to be inordinate because of the necessity of explaining

the program purposes at each step of the process.

The process was changed in an attempt to liberalize the mechanism to get the program off the ground. The revised process required that the student sign the completed contract along with the faculty sponsor and the outside agency supervisor before a contract approval could be gained. The signed contract then had to be sent to the Office of the Assistant to the Dean of Academic Affairs for Curriculum and Instruction along with the faculty sponsor's recommendations. The student then was notified of final approval and a copy sent to the faculty sponsor. The student's advisor also would receive a copy.

At the completion of the contract the student was directed to submit the necessary documentation and evaluations to the faculty sponsor.

The program has since had its growing pains and many concerns have been expressed about the new mechanism developed to administer it.

Can a governance system be developed that will encompass the expressed concerns of control, standards and evaluation and best serve the students as a result? This practicum will be an attempt to provide a solution to this problem.

CHAPTER 2

THE HISTORY OF CONTRACT LEARNING AT BRISTOL COMMUNITY COLLEGE

In 1972, the Fall River Area Chamber of Commerce did a thorough survey of participating personnel managers who represented Southeastern Massachusetts Area's various industries. The survey revealed that industry felt that most of the area's graduates lacked depth and understanding of practical business situations. They thought that a number of graduates were unprepared for the "future shock" of the working world and this decidedly lessened the area graduates chances of landing a job in his or her field of interest. It was thought in the best interest of the academic and business community that a study be undertaken to try and determine the underlying causes of this problem, identify them and come up with a viable program which would correct the difficulties. Several meetings were then held with representatives from Southeastern Massachusetts University, the business community and Bristol Community College. As a result of the joint efforts between the Chamber of Commerce, the Community College and the University, a plan was proposed recommending that students be placed in fields of study in various businesses or industries early enough in his or her college career so that they would be exposed to live working conditions before graduation. This plan recommended that the experience be among selected students midway through their college career. Business and industry would provide the time and the supervision for these

students. The compensation for the practical experience the students would be getting would be in the form of academic credit. The Chamber's role became more clearly defined as well. It would be responsible for securing commitments from business and industry to participate in the program.

The impetus for initiating the Contract Learning Program didn't come from the Chamber of Commerce alone. Bristol Community College has always had a strong field experience component in most of its career programs. This has served to give students first hand experience on the job as well as give them an "edge" when business, industries or service agencies turn to hire graduates when they feel the need for new personnel. As expressed earlier, a Contract Learning situation would certainly bring students in the Liberal Arts areas closer together with eventual potential employers. (See Appendix A)

The proposal from the Chamber of Commerce was coming at a time when the goals of Bristol Community College were being reviewed by various committees in the college in terms of their appropriateness to the population that the college serves. Some statistics gathered from the 1970 census on the area that the college population serves indicate: that 58.8% of people 25 years of age and over in the state of Massachusetts have completed high school, 31.8% in Fall River Metropolitan area and 25.6% in the city of Fall River. These are staggering statistics.

In a recent community workshop on youth, education and the

drop-out rate in Fall River were issues of particular concern to the participants. Students find their educational experience in terms of curriculum content and variety to be unstimulating and unchallenging. Their attitude is reflected in the extremely high drop-out rate for 1969-70: 8.9% in grade 9, 10.9% in grade 10, 7.9% in grade 11, and 6.5% in grade 12. With a total of 469 students officially dropping out of school that year, it means that 30% of those who begin ninth grade in Fall River never complete high school.[1]

The educational attainment level for the Portuguese community is even lower than that of the city. A survey was done by Walter Fraze, Jr. of Bristol Community College on Adult Education Needs in the Model Neighborhood Area,[2] The MNA is the area with the highest concentration of Portuguese in Fall River. Fraze found that 83% of the Portuguese in Fall River. Fraze found that 83% of the Portuguese immigrants interviewed had received less than an eighth grade education.

The ability to speak English is another indication of educational attainment. Fraze pointed out that respondents who spoke little or no English had significantly less schooling than those whose English was either fairly good or very good. In the same way, households where English is generally not spoken reflect the lowest educational levels.

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[1]Project Process, ESEA Title VIII, "Final Evaluation Report" (unpublished report, Fall River, Massachusetts, 1971).

[2]Walter Fraze, Jr., "A Survey of Adult Education Needs in the Model Neighborhood Area of Fall River, Massachusetts" (unpublished report, Bristol Community College, 1971).

Mixed language households showed great improvement but were still far below the median grade attainment level of English-speaking families.[3] A recent survey (March 1972) of all MNA residents found that of 3,292 Portuguese persons interviewed, over one-third (1,185) spoke only Portuguese.

The Fall River area is also described as an economically depressed area. (See Appendix A, for maps describing economics, population unemployment rate, and degree granting institutions distributions in the State of Massachusetts)

Bristol Community College has made attempts to deal with the problems mentioned above. For the most part, however, the approach has been traditional, i.e. Lecture, Lab and Recitation. At the onset, perhaps this was all that could be done given limited resources and manpower.

The college offers a Liberal Arts Program and a wide variety of career choices in an effort to meet community needs (see Appendix A for report from registrar to President).

Additionally the statistics reported on students enrolled in these programs indicate the diversity of backgrounds involved.

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[3]Ibid., p. 16.

TABLE I

FALL SEMESTER 1973-BACKGROUND OF FULL TIME DAY STUDENTS

FULL TIME		BLACK	ORIENTAL	SPANISH SUR-NAMED	PORTU-GUESE	ALL OTHERS	TOTAL
Freshmen	M	31	2	7	191	229	460
	F	33	3	3	177	233	449
Sophomore	M	16	1	2	183	174	376
	F	19	1	2	155	149	326
PART-TIME							
Freshmen	M	3	0	0	8	9	20
	F	4	0	1	9	13	27
Sophomore	M	-	-		2	12	14
	F	-	-		1	15	16
TOTALS		106	7	15	726	834	1688

As the college has grown, the institutional mission has come under review by various groups. Some of the questions that have come into focus have been articulated by Dr. Basil Castaldi of Bristol Community College in his report on the Educational Opportunities Institute:[4]

1. What is Bristol Community College doing for the person who wishes just a little bit more training in order to advance in his present job? A few situations are presented to clarify the problem.
   a. How can an adult office clerk become an executive secretary requiring improvement in communication?

[4]Basil Castaldi, "The Educational Opportunities Institute" (unpublished report, Bristol Community College, 1970), p. 2.

b. How can a storekeeper become an inventory control supervisor using today's college orientated adult education approach?

c. How can a hospital orderly become a medical laboratory technician?

d. How can an automobile lubricator become an automobile service manager?

2. What is Bristol Community College doing for the adult who is unhappy in his present job, or whose job is now obsolete?

a. How can a person possessing manual skills be re-trained for one at a higher level requiring a greater knowledge of basic physics, chemistry and mathematics?

b. How can an adult be prepared for another job at his own rate while he is still earning a living at his present job?

c. How can an adult achieve his occupational goals without being enrolled in conventional classes that force him into a "lock-step" mold with other adults who may have different goals?

3. What is Bristol Community College doing for the adult who is capable of receiving a Ph. D. but has completed only a sixth grade education?

a. How can the intellectual and manual skills of adults

be developed at an individual rate and at a level commensurate with the abilities and aspirations of the adult?

Contract Learning seemed to provide some of the answers to these problems and the college committed itself to the program. Once announced and incorporated into the college catalog, a limited number of students availed themselves of this new opportunity. The spin offs from the contract learning experience have been many. Liberal Arts students have benefited from experiences different from what they had normally been exposed to at the Community College by their participation in programs that developed closer contacts with businesses and industries. Career students in particular have benefited from the latter for if they proved proficient in their contract learning experience, they would be more apt to be recruited by business on a more permanent basis after obtaining the College Degree.

Businesses initially indicated that they would be receptive to upgrading the salary scales because its prospective employees would be much more oriented to the job surroundings than an inexperienced college graduate. The plight of the economy has probably influenced this initial indication to some degree.

The college governance system has not endured without suffering growing pains as indicated in Chapter One. The next chapter will concern itself with the identification of some of the concerns about the implementation of the present Contract Learning Policy at Bristol Community College.

CHAPTER I

CONCERNS RELATING TO THE CONTRACT LEARNING POLICY

As part of a previous practicum in curriculum, the writer developed faculty and student handbooks embodying the contract learning concept and procedures. These haddbooks were then distributed to the faculty and staff of the college for review. The comments and concerns expressed were to be studied in detail by the Academic Standards Committee and the Council of Divisional Chairmen (CODICH). These two committees were to concern themselves particularly with the mechanism for implementing the contract learning approach. The concerns have been identified through meetings held with these committees and with the various college divisions. The responses are documented by dated minutes of meetings and responses. (See Appendix B)

The concerns were grouped into the following categories: Credit, Staffing Problems and Procedure. This was accomplished because the responses seemed to follow a pattern falling within these three areas of concern. No attempt was made to assign any value to the concerns and questions raised. The concerns are presented as received with little or no editing. Full comments appear in the documents in Appendix B.

CREDIT

1. Can a student concurrently enroll in a field experience course at Bristol Community College and a Contract Learning Program of similar experience? This could be construed as earning double credit.

2. The following requires discussion and clarification: "It is understood that the amount of credit added may necessitate the dropping of other courses from the students' current program."

3. The Assistant to the Dean of Academic Affairs is to be the final determinant of grade?

4. To what extent may a program be altered and still meet the academic requirements of a program?

5. "Grade of P? or A - B - C - it is quite consistent in life to fail once in a while - it's good for the soul and provides, in many cases, much more motivation to achieve. I'm opposed to any situation where failure is impossible! This is much like the modern mother (who has studied a little psychology) who ignores the misbehaving child in the hope that the abnormal behavior will disappear--if you have experienced this approach, you know how disastrous it can be when this mother brings the child anywhere.

6. The amount of credit to be given for each exposure was not carefully defined. The maximum amount along with a general formula was mentioned. It would seem that numerous faculty advisors would produce differing results unless a definitive policy was promulgated.

7. If the contract involves actually learning the operation of a machine or other productive work, is the student paid while learning. Is the supervisor willing to spend time on job to teach others? What is the upper management's feeling about this?

8. Numbers of hours spent very loose for granting credit.

9. Too much credit allowed (1/8 of total program).

10. Incomplete contracts (open end calendar) brings problems in grading (regardless of the SIP grade) and student programming.

11. Are the credits to be given additional credits or will these replace present credits?

12. There is already in the catalog a course offered by the department entitled "Field Experience" for which an enrolled student earns three (3) credits.

A. How would Contract Learning affect Field Experience?

B. Could a student opt for both?

13. Cannot visualize the kinds of exploring and life experiences (that business would tolerate) that are not already in our curriculum. (Most businesses will accept free help to do menial chores, such as filing, but can we allow 2 credits for this experience, when this is already in our curriculum?)

14. I question the Sample Contract on page 16. It describes the typical American tourist. If the person really attends summer school in Reo, then credits are transferable in the normal way.

15. Provided the conditions of the Contract are met, it would appear irrelevant whether the student received or paid money for a part or all of his Contract activity.

16. How is the student to be evaluated in line with BCC standards?

17. The possibility that Contract credit might not be acceptable at another institution should be made clear both to students and sponsors.

18. Validity of credit should be verified by pertinent divisional faculty.

STAFFING CONCERNS

1. Field visitations, conferences, teaching load factors and travel will definitely pose a problem in implementing Contract Learning for obvious budgetary and staffing reasons.

2. Something should be stated in the contract re: the effect of budgetary limitations on contract learning being accepted or curtailed.

3. Something should be stated in the contract that project expertise must come from capabilities of present faculty and that having to hire outside personnel to serve as faculty sponsors is not allowed.

4. What course or courses will Contract Learning replace?

5. This activity in addition to other duties?

6. Travel time for faculty when evaluating or supervising?

7. What implications does Contract Learning have on faculty load - Union/Management contractual arrangements!

8. "The rationale behind contract learning appear to me to be something that will definitely be operational. I feel it is essential that the student be made to realize that the objectives of his proposed learning contract be stated clearly so that his learning experience will truly be one. In order for this program to be successful, I think it is essential that the student have extremely close contact with his faculty advisor. Generally speaking, the proposed plan appears to me to be favorable."

9. Assignments to faculty without compensation is not good. Some colleges have a full time coordinator.

10. It is a faculty member's prerogative

a) if, in their opinion, the project is not good--say no.

b) if he feels he does not have sufficient time to give--say no.

c) if the student feels that in spite of this, the project is worthwhile, what happens now? Does the student find another sponsor?

11. Neither the proposal draft nor the explanatory letters included with it touched on the subject of faculty load. Is the duty of contract advisor to be in addition to the present level of duties and loads? It is apparent that many questions could arise from this one point.

12. What is the attitude of the faculty association toward the proposal? Clearly, some areas of possible friction can be foreseen.

13. Personal conferences--advisor, student, and sponsor--could be lengthy and time consuming. Remuneration?

14. Time spent by sponsor in reviewing materials prepared by student for grading purposes. Remuneration?

15. Counseling a problem from inception to completion of contract--teacher load factor and following up student with interviews, etc.

16. Faculty sponsors will have to be paid...or get reduced loads. (How will load be determined?)

17. No faculty member is to be expected to undertake a Contract in the absence of provision for his remuneration (the entire division felt strongly about this).

18. No faculty member should be expected to sponsor a Contract. In fact it is to be expected that a faculty member with a full load (15 credit hours teaching, committee work and student advisement) would not undertake Contracts.

19. Appropriate recompense should be given a sponsor, particularly if more than one Contract is undertaken. Possibilities other than financial reward might be: Excuse from committee service, a smaller number of or no advisees, a decrease in credit hour or student load.

20. Sponsorship of Contracts might be a factor considered for merit increment or for promotion under a firmer policy than we now have. Such consideration would need careful application, however, as an alternative to a full load.

21. If arrangements were made to involve an outsider with expertise, what would be his connection with or relationship to the school--how would he be recognized? Might he be paid, and how?

22. Faculty should receive some form of remuneration for involvement.

23. Some way of rewarding faculty who serve as advisors for students will have to be developed for this system to go.

PROCEDURE

1. What authority will a faculty sponsor have to cancel or withdraw the contract when the faculty individual no longer

believes that either the project or the student's progress warrants further continuation?

2. How and who is going to maintain the many records that will be generated by contract learning?

3. What are the roles, if any, of program directors, department chairmen and divisional chairmen in contract learning?

4. How will the problem of Division III students wanting to take "support" courses by contract be handled interdivisionally?

5. There is obvious merit in encouraging a blend of job-oriented experience as well as classroom experience in our programs.

6. There seems to be no one charged with the sole duty of active, day-to-day central administrative direction of the program. Rather, it seems to be an addition to the existing duties of all involved from the Dean on down. It should be noted that experience of other schools has shown that a successful work/study program required a central director not diverted by unrelated duties.

7. The proposal made no mention of any selection process regarding participants in the program. It would appear that initial screening would be the responsibility of the faculty advisors involved. Without definite criteria it is possible a variety of standards would emerge. In my discussion with the Coop director of Massasoit, he indicated that he has the authority to select and evaluate in order to be reasonably sure of relevance and student success in the chosen job.

8. How involved is school to be in selecting cooperating

employers? If the school is to be the prime mover in this regard, we should note the experience of others and proceed with caution. Massasoit, while planning their coop program had obtained much verbal encouragement from their local chamber of commerce. However, when the "chips were down" actual commitments were rare.

9. Much of the responsibility for the formation of the contract rests with student or student with advisor--would like to see a "board" pass on final acceptability of contract--possibly whole department or "area of concern."

10. What is the role of the faculty sponsor? Of the Student Advisor? Of the Agency Supervisor?

11. I have grave questions concerning STANDARDS as applying to C.L. Such as: who justifys allowance of 3 credits? who audits the justifyer? will the Academic Standards Committee then have to mediate?

12. A standing College Committee rather than the Dean might (1) continually review and improve ongoing policy and procedure, (2) determine priorities when too many contracts are presented, (3) receive and approve Contracts, and (4) hear any appeals or petitions relative to Contracts.

13. Approval by the Division as well as by the Department (not just the chairmen) should be required.

14. Sponsor must have expertise in the subject.

15. Student must be given the option of selecting the Contract approach. Contract should not be selected by department or administrator as a means of dealing with a required course having a tiny enrollment.

16. All approved contracts should be available for inspection by any member of the Faculty.

17. Perhaps for the present Contracts should offer only (a) alternative routes to meeting objectives of courses offered here, or (b) opportunity for advanced pursuit (more extensive or in greater depth) of material in courses already taken.

18. A Contract pursuit should be relevant to a student's program. It is conceivable that a Contract to play the piano might be appropriate to a Music major, but not to a Nursing major. (It is hoped that such appropriateness or lack thereof would be determined at the Department or Division level.)

19. Contracts in subjects not similar to or developing out of regular course offerings should require especial justification acceptable to all units in the approval chain.

20. A committee to consider the validity of any Contracts should be a separate group--not the Academic Standards Committee.

21. However desirable it may be to accept Contracts which extend offerings here to areas other than those covered by specific courses, several difficulties present themselves: such as, what is the role of a sponsor when the subject may be beyond his expertise? (e.g., a student might wish to pursue Restaurant Management--certainly a valid subject.)

22. May a faculty member sponsor a Contract in an area where he has expertise and experience, but is not teaching?

23. There is a grave possibility of abuses in terms of contracts by faculty, institution and student.

24. Institutional priorities should be reexamined regarding contract learning.

25. This is an innovative method of presentation.

26. The procedure should be firmed up.

27. A Standing Faculty Committee should watchdog Contract Learning.

28. Proposal should proceed from department faculty to divisional faculty to College Faculty Committee with implementing approving authority.

29. Should Independent Study projects continue in addition to and separately from Contract Learning, or is it anticipated that, once firmed up, Contracts would include or absorb other Independent Study arrangements. It would appear that if they are to remain separate, there should be a clear definition to distinguish each from the other and a publicized route of approval to be followed for each.

30. Limiting contracts to 3 credits or a multiple of same, might be a consideration.

31. I have sponsored several students for Contract Learning this past year and the procedure does not resemble the procedure described here. Once a sponsor's (faculty) name has been obtained--there is very little communication between student and sponsor and sponsor and administration. This guide seems to rectify these existing differences.

32. I am concerned that the requirements in the handbook appear to be too involved and this may discourage students. Conflict resolution seems to be built into the policy to a degree. The student ought to have a way of resolving if stymied; there should be an avenue open to a student that he can follow

for resolution if bureaucracy delays too long.

33. If a department turns down a proposal, does a student have recourse? Perhaps a committee would hear the proposal first before the steps of the process begins.

34. Cannot visualize the kinds of exploring and life experiences (that business would tolerate) that are not already in our curriculum. (Most businesses will accept free help to do mental chores, such as filing, but can we allow 2 credits for this experience, when this is already in our curriculum?)

35. I do not envision Freshmen getting involved in C.L. (Certainly some comprehension of expertise should be prerequisite to C.L.)

36. Contracts might offer a means of upgrading people employed in the community, including referrals by employers (e.g. textile chemistry).

37. Contract Learning should fit into the program of the student.

In a letter to the Placement Director of the College, the Dean of Academic Affairs expressed the following concerns about Contract Learning:

> As you know the Academic Standards Committee has just reviewed the contract learning documents prepared by Mr. St. Pierre and have reached the point of approving the starting point or initial steps that a student must take in developing and obtaining approval of a contract project.
>
> I have indicated to the divisional chairmen that we not encourage students to become involved in contract learning except in those areas which are referred to in our catalog as field experience. I am referring specifically to the following courses:

Business 92
Child Care 92
Environmental Management 94
Instructional Aid 91
Journalism 92
Library Science 92
Social Service 92

We are not yet in a position to recruit large numbers of students interested in contract learning in a wide variety of applications. I am now confronted at the request of two divisions the amount of load credit that would be given to faculty sponsors of students on contract learning. In fact there is some serious question among at least one or two faculty members that we may be embarked in a program of providing contract learning in lieu of courses in the college. This item, as you can well understand, can become quite sticky insofar as the union is concerned.

From your memorandum to me on contract learning, however, you seem to be concentrating on an area which did not cause us any problems since you are dealing specifically with contract learning applied to field experiences. In this instance, as long as the course is listed in the catalog as a field experience we should be prepared to enroll all students desiring such experience. Since these field experiences are already listed in our catalog as indicated above, I see no problem whatsoever in moving full speed ahead in these cases. I agree with you wholeheartedly that a good field experience program in career areas result in job placements and this is good for our college and good for our students.

If we can get all the problems associated with the non-traditional approach to learning embodied in the broad contract learning concept developed by Mr. St. Pierre, I think that this would be a worthwhile dimension for effective learning on the part of many students.

The above represents the consensus about contract learning by the faculty and staff of Bristol Community College. The Academic Standards Committee and the Council of Divisional Chairmen considered the questions that dealt primarily with procedure. The recommendations resulting from the meetings of these committees will be discussed in Chapter 5.

The other categories of responses, credit and staffing problems, were included in this report to serve as an indication of the types of concerns that develop over alternate approaches to the traditional and may serve as a catalyst to readers of this practicum to further investigate these problems.

CHAPTER 4

ALTERNATE GOVERNANCE SYSTEMS

Contract Learning has been approached in a variety of ways at colleges and universities. Some institutions utilize contract learning as one component of an otherwise traditional college program. Other institutions such as the Community College of Vermont utilize learning contracts as the total educational experience of the students.

The ERIC Research Currents indicate[5] that at Empire State College of the State University of New York, a student, during the admission process submits a prospectus which answers a series of questions that require "introspection." This is planned to allow the student to develop insight into proposed educational objectives. Also, it is planned to give the faculty a clearer idea of what the student's needs are and what kind of program should be developed. Empire State also has an orientation workshop where tests may be administered and students given an opportunity to meet with faculty and other students. After matriculation, a plan of study is developed by the student and his mentor that lays out an individualized academic plan taking into account the student's background, interests, and capabilities. Learning contracts typically last from two to three months. After that time, an evaluation is made and a new contract is developed.

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[5]William Mayville, "Contract Learning" ERIC Higher Education Research Currents, December 1973, p. 4.

This pattern is continued until it is determined that the student has fulfilled his or her program of study.

The mentor in the contractual relationship is considered as the coordinator of the student's education and not necessarily the teacher. After a contract has been signed by the student and the faculty member, it is signed by the Associate Dean of the Learning Center and then reviewed by the office of the Vice-President of Academic Affairs.

Similarly, the ERIC Research Currents indicate that at New College of the University of Alabama[6] a student has a Contract-Advising Committee to help him tailor a personal curriculum. This is to aid the student in becoming "goal-oriented." The contract is reworked at least annually, since an entering freshman is not expected to know exactly what he wants to do upon matriculation.

The Learning Contract form for the Washington Association of Community College Student Governments for general use in all State community colleges provides for the signatures of the student, faculty sponsor and for the sponsoring school/department. Any subcontractor essential to the completion of the contract must also sign.

In addition to the above participants, provision is made in the approval process for the signature of the Dean of the Department Head.

At the University of Washington, College of Education, Learning Contracts have been written for a Seminar in Educational

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[6]Ibid., p. 5.

Psychology. The contract must be signed by the student and a co-signer. The ERIC research document ED 080 107 did not indicate whether the co-signer was the teacher or a peer.

At Bellevue Community College in Washington, the Learning Contract must be approved and signed by the student, faculty sponsor, sponsoring school/department, subcontractors--if essential to the contract, and the Dean of the Department Head if needed.

A community involvement program developed and implemented by Walla Walla Community College, Seattle Central Community College, and Tacoma Community College in the State of Washington requires that the Learning Contracts be signed by the student, the instructor and the agency representative or coordinator.

R.M. Barlow in an article for the Journal of Higher Education indicates[7] that the learning contract method at the University of Wisconsin-Stout in Philosophy and Ethics courses are completed through the following method:

> Negotiation of a contract between the student and the instructor assumes that the student has an adequate overview of the subject-area in which the learning is to take place. This poses a problem for the student who is just beginning his study of a given subject area, with the result that an orientation period may be required during which the student can become aware of the general parameters and objectives of the field. Once this awareness is assured, formal negotiation can take place. To the first negotiating session the student brings a written statement of the objectives or goals which he is seeking to attain, as well as a brief description of the learning activities and learning resources which he believes will assure his attainment of the objectives. During the

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[7]R.M. Barlow, "An Experiment with Learning Contracts" The Journal of Higher Education, Ohio State University Press, June 1974, p. 442.

ensuing discussion the instructor aids the student in refining the statement of objectives, so that they will meet the student's individual learning needs and involve adequate study of the subject area. This phase of the negotiations is at once the most crucial and the most beneficial since it issues in a recognition by the student of the subject area's relevance for his self-development and/or his career preparation. Simplistic though it may appear, the operative question during this phase of the negotiations is: "What do you hope to gain from the study of this subject area?"

After specific objectives are refined, the negotiations may proceed to the next step: the identification of appropriate and available learning resources. At this point the instructor's role in the negotiation is crucial, since due to his specialized expertise he can suggest resources of which the student is unaware. Under the rubric of resources there can be included, not only academic books and journals, but also less customary resources such as experts, films, conferences, polls, literary and artistic artifacts, and cassettes, depending always on the student's objectives and his field of study.

The third phase of the negotiations focuses on the learning activities in which the student, aided by the instructor, uses selected resources to achieve the objectives he has defined. Central to this phase is, not only the statement of the activities to be engaged in, but also a further statement explicitating the relationship of the learning activities to the objectives previously identified. These activities may be engaged in privately by the student with the progress being reported to the instructor, or they may involve other individuals who are working on contracts in the same subject area. At this point the student and the instructor should work out a realistic timetable, which will indicate when the student intends to engage in specific learning activities and when he will make his reports or presentations of evidence of achievement.

The final phase of the contract negotiations centers on the mode of evaluation and the evidence on which the evaluation is to be based. The student should indicate clearly how, by whom, when, and on the basis of what evidence he thinks he can reasonably be evaluated. If at all possible, the instructor should plan to retain the evidence or an extended record thereof for his file. If peer evaluation by a public larger than the instructor is envisioned, the student with the aid of the instructor should fashion an appropriate evaluation instrument to be

used. During this final phase of the negotiations the question of a contract-grade expressing the evaluation should be discussed, if indeed a grade is an institutional requirement or is considered beneficial by the contracting parties. In the contract method outlined above this suggestion is interpreted to mean that the evaluation and the grade, if any, will reflect satisfactory completion of the learning activities which will manifest achievement of the stated objective.

In some nontraditional institutions of higher learning such as Minnesota Metropolitan State College, or Empire State College of New York, in which the learning-contract method is used exclusively, extended verbal evaluations often replace the more traditional letter grades or pass-fail indicators. Whatever the expression in which the evaluation is couched, the evaluation procedures involving student and instructor should be agreed upon during the negotiation sessions and should be adhered to during the learning activities.

From what has been said it is evident that the act of negotiating a learning contract is in itself a valuable learning experience, promoting, as it does, mature thought by the student about his own self-development and about the relevance of a subject area for that development. To insure that these values are in fact gained the negotiations should cover a number of sessions and involve recourse to learning resources and issue in a carefully worded contract document.

Once the contract document has been completed and signed by the student and the instructor, copies should be made available to both. Some writers suggest that the contract document also be notarized, so that it may have legal binding force. Whatever the merits of this suggestion, it is advisable that a copy of the negotiated and signed contract be submitted to a responsible third party, so that its existence may be testified to, if need be. It has been the practice of this writer to involve the dean of his college in the contractual process by requesting each contracting student to seek the dean's signature and to provide a copy of the contract for the dean's files. This was done primarily, because the contract method was being used on an experimental basis, approved by the dean, so that it was thought advisable to keep him apprised of the flow of events. Some experts in this burgeoning field of contract-learning do, however, suggest that the completed contract document be filed at least with an appropriate administrator to insure academic acceptance. This is especially desirable in those nontraditional colleges, in which contract learning is the exclusive methodology.

A Student Handbook at the Community College of Vermont given to prospective students indicates that a student must follow certain prescribed steps in order to have a contract approved. It must be kept in mind, however, that the Community College of Vermont draws up contracts for the entire degree only. Students are first advised to work with a counselor in setting their educational goals. Once a contract has been formalized in the sense of having written the plans out, a student is advised to meet with a Local Review Committee. The Local Review Committee is made up of people from the student's local area in Vermont.

The Committee is comprised of professionals in the field, Community College of Vermont teachers, students and staff. This committee helps the student write and finalize the learning plan. Also they give initial approval of the plan and are available for consultation.

At the completion of the contract when all the documentation has been gathered the student is advised to meet again with the Local Review Committee. The committee sees if the student completed what was contracted for. If approval is granted the contract and portfolio are sent to the Community College of Vermont Registrar who forwards it to the Community College of Vermont Review Board.

The Review Board is made up of qualified people in the field and staff members of the College. It meets three times a year. A member of the Local Review Committee also sits on the Board. The Board notifies the student of its decision.

Southeastern Massachussets University published the following procedures for students entering contract learning experiences:

1. Talk with outside agency concerning the details of the experience.
2. Talk with a faculty member about sponsoring the contract.
3. Complete application form (this is not a contract -- it requires only basic information and student's signature).
4. Type contract -- include:
   a) Description of experience
   b) Statement of objectives
   c) Method of evaluation and any conditions required by sponsor
   d) Type of supervision received
   e) Hours involved and credit value
5. Contract is to be signed by faculty sponsor, outside agency supervisor, sponsor's department chairman and student. If the contract is in an area other than the student's major, the student's department chairman must also sign the contract to ensure that the credits will fulfill graduation requirements.
6. Deliver application and signed contract original to Mr. _____ _____ by the end of the drop-add period. Copies of the contract should be given by the student to faculty sponsor and outside agency supervisor.

Note:

Contract will be automatically added to student's class schedule by the Registrar's Office after the contract is delivered to Mr. _____ _____.

Rosters will be sent to faculty sponsors at the end of the semester. The faculty sponsor, after consulting with the outside agency supervisor, evaluates the student's experience on a credit/no credit basis.

In the Helping Relationship course at Central Piedmont Community College in Charlotte, North Carolina, a student contracts directly with the instructor of the course. A form used for the contract agreement is included in Appendix C.

In a proposal entitled "Massachusetts Open University," submitted to the Massachusetts Board of Higher Education, the authors indicate[8] that they have drawn heavily on the experience garnered in the two-year developmental period of the University Without Walls Program at the University of Massachusetts at Amherst as well as on research into the development of many other external and nontraditional degree programs. These included programs operating in California, England (The British Open University), Minnesota (Minnesota Metropolitan State College), New Jersey (Thomas A. Edison College), New York (Empire State College of the S.U.N.Y. system, the New York State Regents External Degree Program, the "XD" - external degree program coordinated by the Syracuse University Research Program Corporation, the Syracuse University Independent Study Program), Oklahoma (Liberal Studies at the University of Oklahoma), and the Harcleroad-Armstrong report.

The authors state[9] that the Massachusetts Open University

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[8]Clark, Harris and Rahaim "Massachusetts Open University" (unpublished report, Massachusetts Board of Higher Education 1973), p. 7.

[9]Ibid., p. 28 - 30.

stands on the educational premise that people learn in different ways and at different rates of speed depending on a number of psychological and social factors. Learning is a process of inquiry, critical thinking, or analysis; the mastery of skills; and the demonstration of these capabilities.

The student and his Mentor will decide how the student will be certified in MOU programs. Many students will elect certification on the traditional basis of credit -- X number of units for X hours of successfully completed classroom-based learning. But all students will have the option to choose certification on the basis of demonstrated competence. If he chooses this option, the way in which he achieved this competence will not be emphasized, but the ability to do will. In recognition of the uniqueness of individuals, MOU utilizes a process which enables the individual to engage in a degree program which is individually negotiated through a series of learning contracts.

This process begins with an articulation of the individual's goals, interests, and needs. Analysis of individual needs and evaluation of formal and informal learning prior to the time of matriculation form the basis for planning the individual's degree program. Following matriculation, the student negotiates a series of learning contracts with a faculty Mentor.

This unique program of study may include various learning modes and may be a traditional academic major or a nontraditional or an interdisciplinary program.

Learning Modes

These are the learning activities in which the student

might engage:

1. Formal courses which employ traditional classroom instruction in specific areas of knowledge. The student will be able to choose from any course offerings of the 29 (or more) collaborating institutions.

2. Independent study and tutorials which focus on areas of knowledge or specific problem areas and call for a series of experiences, readings, and written or oral analyses negotiated between a student and a faculty member on an individual basis. The degree of involvement of a faculty member in an instructional capacity is the essence of the difference in these individualized learning modes. Programmed materials and use of audiovisual equipment will further expand this learning mode. We foresee for the future, as it becomes feasible, extensive use of radio and television for instructional purposes.

3. Experience such as internships, apprenticeships, volunteer work, paid employment, travel, and self-initiated study, which constitute the acquisition of competency in theoretical areas as well as the development of skills. These activities may be supervised or unsupervised; progress will be analyzed and communicated.

4. Collaborative projects which involve several individuals working as a group toward a common goal, utilizing shared resources and participating together in an on-going learning experience.

Learning Contracts

Upon admission to MOU, the student will attend an orientation workshop during which he will become acquainted with the learning modes, resources, and Mentors which might be utilized in completing a program of study. During the orientation workshop or shortly thereafter, the student and a Mentor will negotiate a learning contract which is based on an analysis of the individual's needs, the time available for the pursuit of the program, the resources to be utilized, and the learning mode or modes to be employed. When the learning activities, evaluation mechanisms to be employed, and date(s) for

completion are agreed upon by student and Mentor, the learning contract is drawn up and signed by both parties. The learning contract is then reviewed by a group of Mentors (Contract Review Board), drawn from institutions in the appropriate region, is either approved or renegotiated, and then approved. The student is considered to be matriculated when the first learning contract is filed with the Contract Review Board.

The State of Connecticut has established a Board for State Academic Awards to function as a college without classes. The Board was established by the Connecticut General Assembly in 1973 as the newest unit of the State system of higher education. The unit has as its faculty, consulting examiners drawn from colleges and universities in the state. Students move at their own pace accumulating credits toward the degree. The Board awards credits on the basis of nationally standardized college level proficiency examinations.

CHAPTER 5

OUTCOMES

This chapter is divided into two sections. The first will deal with the specific procedural recommendations for approval of contract learning proposals. These recommendations are the result of meetings that the writer has had with the Academic Standards Committee and the Council of Divisional Chairmen at Bristol Community College.

The second part of the chapter will deal with more general recommendations for the future of Contract Learning at Bristol Community College.

Specific Governance Recommendations

The committees involved urged the immediate consideration for adoption by the Administration of the following modified procedure for processing contracts; further that as soon as the procedure is accepted, it immediately be well publicized to both faculty and students, in addition to inclusion in the new Bristol Community College catalog.

PROCESSING OF CONTRACT LEARNING

1. Student selects a sponsor who agrees to work with him. (The student is encouraged to seek suggestions for a sponsor by consulting the Department or Division Chairman.)

2. Student and sponsor work out details (any involvement of outside agency, performance expected, means of accomplishing goals and of testing results, and credit to be assigned).

3. Sponsor submits proposal for approval to the Department or Program most directly concerned with the subject area. (In the case of one or two person departments, approval of two

other members of the Division, excluding the Division Chairman, is necessary.) This group may also arbitrate differences between a sponsor and student relative to academic feasibility and number of credits. In fact the student may appeal to this group if he can find no sponsor.

4. If the Contract is in a field outside the student's concentration, approval of his Program Director or Department Chairman is also necessary.

5. Sponsor then submits Contract for approval to the Divisional Chairman.

6. Either sponsor or Chairman submits Contract for acceptance to the Dean of Academic Affairs or his designee. The Dean (or his designee) will notify both the sponsor and Divisional Chairman of his action as soon as possible.

7. The renegotiation of any Contract must follow the above route.

8. Credit for any future contract will be awarded only if the above procedure is followed before the student commences his work.

9. A Contract should complete processing before the Academic Advisement period in any semester to permit the Divisional Chairman to plan for any adjustment of the sponsor's load during the ensuing semester.

10. Each semester, the Dean of Academic Affairs will send to the Divisional Chairmen a resume of all accepted and ongoing contracts.

The administration has since moved to adopt these recommendations and has proceeded to incorporate the recommendation into the Student and Faculty Guides for Contract Learning developed by this writer in a previous practicum.

General Overview and Recommendations

The Contract Learning Guides and the policies delineated therein were developed as previously noted as part of a practicum in curriculum and instruction. These handbooks and policies have

served as the basis of discussion and research for this practicum. It was noted in chapter one that the procedure was initially modified to enable the program to "get off the ground." It has been interesting for this writer to note that the results of the committee deliberations expressed within this practicum represent a return to a more restrictive type of governance system. Also, as one reviews the comments and concerns expressed by the faculty and staff in chapter three, it is difficult to sift out very many positive responses and suggestions. This could be the result of many parameters and no attempt has been made by this writer to determine the reasons for this.

It does serve, however, to underscore the comments and concerns about new programs and approaches expressed in the 1960 Master Plan for Higher Education in California:[10]

> Many persons sincerely believe that any new educational programs should be developed through existing institutions. Some see themselves as the guardians of academic standards and fear an erosion if some aspects of higher education are outside their jurisdiction. Others fear that competition from another segment will have an adverse impact on their institutions. Still others envision external programs as a method of maintaining institutional growth at a time when normal "college age" population is increasing very slowly.

The study goes on to say:[11]

> We have carefully considered each of these positions. There are dangers in any new undertaking, but there are greater risks in failing to take the initiatives dictated by societal and educational needs. Several considerations prompt the decision that created a fourth public segment. One of the most important ones cited is the expertise of the staffs and, particularly of the faculties; of the University of California and the California State University

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[10]California Legislature, Report of the Joint Committee on the Master Plan for Higher Education, State Capitol, Sacramento, California, 1973, p. 34.

[11]Ibid., p. 35.

and Colleges is in the area of conventional classroom education. In an extensive survey, we found little interest on the part of faculties in external programs within the segments, we have seen the faculties establish virtual control over the programs. We agree that high standards should be maintained and protected, but there is an unhealthy tendency on the part of the faculties to equate high standards with conventional approaches. We believe faculty as individuals should be encouraged to participate in external programs for their own institutions and of the fourth segment. However, we do not believe that the collective faculty should have an effective veto over the development of these programs. We see little possibility for curricular innovation and new approaches to learning keyed to new clientele as long as courses and programs must be channeled through conventional departments and academic centers.

These admonitions begin to take on a greater meaning for this writer after having been involved with the development of this alternative approach to traditional education. The writer would therefore recommend to the President of Bristol Community College that the new procedures be implemented with a "wait and see" attitude to determine the following:

1. If contract learning can truly develop into a viable option for students at Bristol Community College.
2. Whether or not the faculty members encourage students to participate in contract learning experiences.
3. Whether the controls and restrictions placed on the program are deleterious to its development.
4. Whether the faculty will attempt to stop the development of the program.
5. Whether the program serves as a catalyst for the development by the faculty of new curriculum approaches tailored to student needs and interests.

If the negatives outweigh the positives after a trial period under this new governance system, as the California study would indicate, then the writer would recommend that the President of Bristol Community College establish a system for the administration of experimental non-traditional studies outside of the conventional control of the faculty.

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APPENDIX A

Jim Crosson

BRISTOL COMMUNITY COLLEGE

Memorandum

TO: President Hudnall

FROM: Dean Castaldi

SUBJECT: Coordination of a Comprehensive Program of Field Experience Jointly with S.M.U. and the Fall River Chamber of Commerce

DATE: September 22, 1972

The Fall River Chamber of Commerce has taken the initiative to arrange Field Experiences with various business and industrial concerns for students from both Bristol Community College and Southeastern Massachusetts University. At a meeting held at Whites Restaurant attended by Mr. St. Pierre from this institution, Mr. Baker from the Fall River Chamber of Commerce and Dean Fontera from Southeastern Massachusetts University, it was agreed that both institutions of higher education in this area would participate in a program designed to stimulate Field Experiences for students in a wide variety of programs and careers. At this meeting, it was agreed that a committee of three consisting of one person from Southeastern Massachusetts University, one person from Bristol Community College and a third person chosen by the two work both as a Steering Committee and a Student Selection and Job Placement Committee.

I am recommending that Mr. Richard St. Pierre be appointed as the principal member of the above mentioned committee and that Mr. James Crosson be designated as alternate. It is further recommended that both Mr. St. Pierre and Mr. Crosson serve as the nucleus of a future committee at Bristol Community College for the purpose of planning and recommending policy regarding a multi-discipline approach to the Field Experience concept.

c.c. R. St. Pierre
James Crosson

BRISTOL COMMUNITY COLLEGE

M E M O R A N D U M

TO: Jack P. Hudnall

FROM: George Holochwost, Registrar

DATE: October 16, 1973

SUBJECT: Fall 1973 semester enrollment by program

TRANSFER PROGRAMS	FRESHMEN	SOPHOMORES
Business Transfer	42	51
Engineering Transfer	6	5
Elementary Education	21	50
Library Science	5	5
Liberal Arts	93	103
Pre Professional	118	161
Secretarial Science	5	5
CAREER PROGRAMS		
Business Career	78	62
Child Care	40	37
Computer Programming	10	14
Dental Hygiene	22	19
Drafting Technology	10	0
Engineering Career	45	27
Environmental Management	19	0
Fire Science	6	5

CAREER PROGRAMS	FRESHMEN	SOPHOMORES
Instructional Aid	27	0
Journalism	7	2
Land Surveying	12	0
Law Enforcement	36	27
Library Science Career	13	14
Medical Lab Tech	24	14
Mental Health Tech	25	31
Nursing	85	62
Secretarial Science Career	77	38
Educational Opportunities Center	130	0
TOTAL	956	732

TOTAL STUDENTS 1688

Mr Crosson

Memorandum

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

DATE: November 21, 1972

TO: Richard St. Pierre
James Crosson

FROM: President Hudnall

SUBJECT: Work for Credit Assignments

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This is to inform you officially that Mr. St. Pierre is designated as our official representative and coordinator in the Chamber's Work for Credit Program and that Mr. Crosson is designated co-representative and co-coordinator to be kept fully apprised of the program's activities and to represent the College at any time Mr. St. Pierre is unable to do so or wishes Mr. Crosson to accompany him to any meeting or activity.

Thank you for agreeing to take on these roles.

cc: Dean Castaldi
Dean Elias

APPENDIX B

Dean St Pierre

Minutes of the Fourth Fall Meeting of the Academic Standards Committee
November 4, 1974, 4:00 p.m., Room A-205

Present: Mrs. Denning, Mr. Hanack, Mr. Sherman, Mr. Warr, Miss Vaz, Mr. Pezza and Mr. Fruzzetti

Excused: Mrs. Nicolet

Petitions Considered:

Susan A. Maitoza

Petition: for credit for Western Civilization.
Recommendation: Three credits be awarded (no grade); specific course credit to be determined by Mrs. Nicolet.
Justification: Quality of approach taken to achieve course objectives and strong urging of Mrs. Nicolet.

Discussion of the Contract Learning proposal was opened and consideration given to the implications for standards of proposal implementation. Recommendations developed during this discussion were:

1. Proposals for Contract Learning developed by a student and his sponsor be initiated only with prior knowledge and approval of the appropriate department chairperson, division chairperson, and the Dean of Faculty or his designee.

2. Contract Learning opportunities be offered only as alternative to meeting objectives of courses presently listed in the college catalog.

3. All approved contracts should be available for inspection and evaluation by any faculty member.

4. A spring, 1975, target for implementation of Contract Learning was recommended.

Discussion of the Environmental Management Program ensued. Mr. Hanack outlined a learning contract he is developing as an alternative to Env 62, Env 64 and Env 66 for the one student who has elected to pursue the health option this coming spring.

The committee requested the opportunity to review and evaluate all previous contracts, current contracts, and the one that Mr. Hanack is presently developing.

The meeting closed at 5:30 p.m. with an agreement to meet next on November 18 at 4:00 p.m. in Room A-205.

To: Dean Castaldi

From: H. Korotsky

Date: November 6, 1974

Subject: Contract Learning

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1. Attached are 10 copies of a list of individual Division III faculty comments re: contract learning.

2. Some other items I feel need clarification/resolving are:

A. Can a student, for example, concurrently enroll in Sec. Sci. 92 (Field Experience) and in a contract to get credit for office work when the student is already employed there on a part- or full-time basis? This could be construed an earning "double" credits.

B. What authority will a faculty sponsor have to cancel or withdraw the contract when the faculty individual no longer believes that either the project or the student's progress warrants further continuation? The student seems to have the right to abandon the contract anywhere along the line.

C. Field visitations, conferences, teaching load factors, and travel will definitely pose a problem in implementing contract learning for obvious budgetary and staffing reasons.

D. Is contract learning to be available to both freshmen and sophomores or sophomores only? If the former applies, then the question must be asked as to what abilities is a freshman going to be able to bring to a project involving considerable understanding of accounting, marketing, management, typewriting, shorthand, etc. If the latter applies, does this mean that up to 8 credit hours or 27% of the sophomore year can be removed from our regular program offerings and supplanted by contract learning? I find this difficult to envision.

E. How and who is going to maintain the many records that will be generated by contract learning?

F. What are the roles, if any, of program directors, department chairman, and divisional chairman in contract learning? The draft seems silent.

G. Something should be stated in the contract re: the effect of budgetary limitations on contract learning being accepted or curtailed.

H. Something should be stated in the contract that project expertise must come from capabilities of present faculty and that having to hire outside personnel to serve as faculty advisors is not allowed.

I. The following quote from page 3 of the "faculty guide" will require considerable discussion and clarification in my opinion: "It is understood that the amount of credit added may necessitate the dropping of other courses from the student's current program."

J. How will the problem of Division III students wanting to take "support" courses by contract be handled interdivisionally?

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STUDENT GUIDE

"Pg. 2 'proposals that do not duplicate BCC courses? Q what course or courses will contract learning replace?'

Pg. 2 & 3 Role of faculty sponsor &/or advisor?
This activity in addition to other duties?

Pg. 3 & 4 Supervision on outside by other than faculty--
Evaluation by outside person--
What contact between faculty & other person? or meeting on occasions?
Pg. 4 in field or at college? Travel time for faculty?

Pg. 5 & 6 The Assistant to Dean of Academic Affairs to be the final determinant of grade?

Pg. 8 'My faculty sponsor & agency supervisor will also submit evaluations of my project.' It appears the Assistant to Dean of Academic Affairs will be the final determiner of grade.??????

FACULTY GUIDE

Items covered in review of Student Guide also appearing in Faculty Guide will not be repeated here.

Pg. 2 'Open ended calendar'

Pg. 3 'To what extent may a program be altered and still meet the academic requirements of the program?'

Pg. 3 & 4 'grade of P? or A-B-C -- it is quite consistent in life to fail once in a while, it's good for the soul and provides, in many cases, much more motivation to achieve. I'm opposed to any situation where failure is impossible! This is much like the modern mother (who has studied a little psychology) who ignores the misbehaving child in the hope that the abnormal behavior will disappear--if you have experienced this approach, you know how disasterous it can be when this mother brings the child anywhere.

GENERAL CRITIQUE OF
CONTRACT LEARNING PROPOSAL

Both guides (St. & Fac.) much the same except for coverage of grading in Faculty Guide

Two Major Unanswered Questions--

1. What course or courses might C.L. supplant--in our area I see none except for perhaps general education courses.

2. What implications does C.L. have on faculty load--Union/Mgt. contractual arrangements.

One smaller Q -- who is final determinant of grade?"

* * *

MEMORANDUM

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

TO: Dean St. Pierre

FROM: Bob Sherman

DATE: November 7, 1974

The Academic Standards Committee has asked to see copies of all Contracts which have already been completed, and also copies of all ongoing Contracts of which you are aware.

Is it possible that I might pick these up shortly before our next meeting on 18 November or even better, might you bring them with you and join us at this meeting? 4:00 p.m., Room A-205.

BRISTOL COMMUNITY COLLEGE

MEMORANDUM

To: Dean St. Pierre

From: Bob Sherman

Date: Nov. 8

Subject: Contract Learning

To keep you informed I enclose a list of aspects to be considered at the next meeting of Academic Standards. This is purely informative -- none is yet recommended.

Hope you can attend our next meeting on Monday 18 Nov. at 4:00 pm in Room A 205.

PROPOSED FOR DISCUSSION - DRAFT

MEMORANDUM

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

TO: Members, Academic Standards Committee

FROM: Bob Sherman

DATE: November 7, 1974

SUBJECT: Contract Learning

I am assuming that our reaction to Dean Castaldi can best be expressed as a series of concerns. Hence, the following tentatively for your reactions at our meeting on November 18 at 4:00 p.m. in Room A-205. Please be critical of every item, and also feel free to add to the list. I hope the coming meeting might be the final one devoted to this subject.

A. We recommend that all Contracts initiated from now on be processed as follows, and that this procedure be well publicized immediately upon its acceptance by the Administration:

1. Student and sponsor work out details (performance expected, means of accomplishing goals, testing procedure, credit assigned).

2. Contract must be approved by the Department or Program and its Chairman or Director. In the case of one or two person departments, approval of several (?) other members of the Division is necessary.

3. Contract must be approved by Division Chairman.

4. Contract must be accepted and approved by the Dean of Academic Affairs or his designee.

5. The renegotiation of any Contract must follow the above route.

6. Credit will be awarded for any future Contract only if the above procedure has been followed <u>before</u> (?) the student commences his work.

B. <u>Concerns</u> (Assuming PART A is accepted)

1. Sponsor of a Contract must have expertise in the subject.

2. <u>Student</u> must be given the option of selecting Contract approach. Contract should not be selected by department or administrator as a means of dealing with a required course having a tiny enrollment.

3. All approved Contracts should be available for inspection by any member of the Faculty.

B. Concerns (cont.)

4. Perhaps for the present, Contracts should offer only (a) alternative routes to meeting objectives of courses offered here, or (b) opportunity for advanced pursuit (more extensive or in greater depth) of material in courses already taken.

5. A Contract pursuit should be relevant to a student's program. It is conceivable that a Contract to play the piano might be appropriate to a Music major, but not to a Nursing major. (It is hoped that such appropriateness or lack thereof would be determined at the Department or Division level.)

6. Contracts in subjects not similar to or developing out of regular course offerings should require especial justification acceptable to all units in the approval chain indicated in Part A. (See also item 11.)

7. A committee to consider the validity of any Contracts should be a separate group--not the Academic Standards Committee.

8. Provided the conditions of the Contract are met, it would appear irrelevant whether the student received or paid money for a part or all of his Contract activity.

9. No Faculty member should be expected to sponsor a Contract. In fact it is to be expected that a Faculty member with a full load (15 credit hours teaching, committee work and student advisement) would not undertake Contracts.

10. Appropriate recompense should be given a sponsor, particularly if more than one Contract is undertaken. Possibilities other than financial reward might be: Excuse from committee service, a smaller number of or no advisees, a decrease in credit hour or student load.

    Sponsorship of Contracts might be a factor considered for merit increment or for promotion under a firmer policy than we now have. Such consideration would need careful application, however, as an alternative to a full load.

11. However desirable it may be to accept Contracts which extend offerings here to areas other than those covered by specific courses, several difficulties present themselves:

    a) What is the role of a sponsor when the subject may be beyond his expertise? (e.g., a student might wish to pursue Restaurant Management--certainly a valid subject.)

    b) If arrangements were made to involve an outsider with expertise, what would be his connection with or relationship to the school? How would he be recognized? Might he be paid, and how?

    c) How is the student to be evaluated in line with BCC standards?

B. Concerns (cont.)

12. The possibility that Contract credit might not be acceptable at another institution should be made clear both to students and sponsors.

13. May a faculty member sponsor a Contract in an area where he has expertise and experience, but is not teaching (e.g., Mr. Fruzzetti--U.S. History, or to go way out, Mr. Sherman--genealogy or tropical fish management)?

Dean St Pierre

MEMORANDUM OF UNDERSTANDING for Meeting of Division (VIII) of Science for Friday 8 November 1974 at 3:30 p.m. in conference room E-203.

Present were: Mr. Sherman, Chairman (presiding), Mr. Waheed, Mr. Patten, Mrs. Conrad, Mr. Pelletier, Mr. Squillante, Mr. Maravelas, Dr. Warr, Mr. McCombs, Mr. Zeller, Mr. Benjamin, Mr. Owen, Mr. Constantine.

TOPIC	DISCUSSION	ACTION
Contract Learning	Materials were distributed and Mr. Sherman requested reactions of members. The following questions were posed: Ques: What credit would faculty receive in terms of load, remuneration, etc.? Ans: Preplanning must include such items. Ques: Time is great, in terms of faculty involvement, is it not? Ans: Yes, but this is opportunity for innovation. The following statements were made regarding Contract Learning: -The present objective is to "firm up" procedure for contract learning. -This is an innovative method of presentation. -There is a grave possibility of abuses in terms of contract by faculty, institution, student. -Contract learning experiences should fit into the program of the student. -Validity of credit should be verified by pertinent divisional faculty. -Institutional priorities should be reexamined regarding contract learning.	It was recommended: 1. Institutional priorities regarding contract learning be reevaluated. 2. A faculty committee (standing) should be watching contract learning. 3. Faculty must receive some form of remuneration for involvement. 4. Proposal would proceed from department faculty to divisional faculty to College Faculty Committee with implementing approving authority.
Student (work study)	It was reported work study students had entered faculty offices (with keys) to perform some duties.	It was recommended that no work study students be given keys to faculty offices.
Contemplated Reorganization	Reorganization would probably not be implemented until September, 1975.	

TOPIC	DISCUSSION	ACTION
Sabbatical Leave	Proposals are due in Dean Castaldi's office 1 January (routed through Mr. Sherman).	Division of Science recommends Mr. James Pelletier for sabbatical leave for Spring 1975-76. This does not prevent others who are eligible from applying.
Final Exams	Final exams must be given in all courses during final exam week. Permission to do otherwise must be obtained, in writing, from Dean Castaldi.	
Mid-Semesters D's and F's	Mid-semester reports should be submitted at once to Dean Elias.	
Faculty Folders	Faculty folders are available for scrutiny by the particular faculty member in the office of the President.	Faculty should be notified when material is added or deleted from folder.
Course Outlines and Objectives	Course outlines and objectives should be in a constant state of revision and are to be submitted to the Divisional Office.	
Catalogue Changes	Contemplated catalogue changes are due before Christmas.	Division of Science recommends modification of Astronomy 11 prerequisite dropping Alg. I and Plane Geom. as prerequisites.
Evening Schedule Spring Semester	Tentative schedule was received by division for reaction.	No concerns regarding schedule were immediately voiced.
Evening Lab (Remuneration for)	Extensive discussion relative to remuneration for evening laboratory assignments took place.	Grave concern was raised by all members of the division relative to the contemplated change in remuneration for evening laboratory assignments.

TOPIC	DISCUSSION	ACTION
Contract Negotiations	A highly emotional discussion evolved relative to contract negotiations.	The following statement is submitted by Division of Science: Knowledge of contract negotiations which are considering credit hours (30 credit hours year) as a basis of load is received with grave concern and deep disenchantment on the part of all members of the division. The current load, it is noted, is accepted under protest.

The meeting adjourned at 6:00 p.m. Friday 8 November 1974

Respectfully submitted,

James William Pelletier
Recorder for the Meeting

MEMORANDUM

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

TO: Dean Castaldi

FROM: R. M. Sherman

DATE: November 13, 1974

SUBJECT: Division 8 Reaction to Contract Learning

The concerns of the Academic Standards Committee were presented at the division meeting on Friday 8 November: many were discussed. In addition to these, the following were also suggested:

1. No Faculty member is to be expected to undertake a Contract in the absence of provision for his remuneration (the entire division felt strongly about this).

2. Approval by the Division as well as by the Department (not just the chairmen) should be required.

3. Contracts might offer a means of upgrading people employed in the community, including referrals by employers (e.g., textile chemistry).

4. A standing College Committee rather than the Dean might (1) continually review and improve ongoing policy and procedure, (2) determine priorities when too many contracts are presented, (3) receive and approve Contracts, and (4) hear any appeals or petitions relative to Contracts.

cc: Dean St. Pierre

Dean St. Pierre

Minutes of the Fifth Fall Meeting of the Academic Standards Committee
November 18, 1974, 4:00 p.m., Room A-205

Present: Mrs. Denning, Mr. Fruzzetti, Mrs. Nicolet, Mr. Pezza, Mr. Sherman, Miss Vaz, Mr. Warr, Mr. Yard, Dean St. Pierre

Independent Study - Question was raised just how this differs from Contract Learning; also whether there should be an established procedure for approval much like the one proposed for Contracts. No definite conclusion was reached, although in later discussion a suggestion was made that Independent Study might be an alternate route for pursuit of a course offered in the BCC catalog, while Contract Learning might apply to extensions of courses or to other areas.

Conclusion: Further Consideration is necessary.

Contract Learning - With minor revisions and the addition of a proviso that that the Dean should make a summary of all Contracts during each semester and submit this to Divisional Chairman, the Committee approved recommendation A in the Memorandum of 7 November.

Conclusion: Copy of the revised recommendation accompanies these minutes as submitted to Dean Castaldi.

Consideration turned to part B of the above memorandum. Items 1, 2 and 3 were accepted. Item 9 was accepted with the addition that with prior knowledge of contracts in their area, the Divisional Chairmen might work out appropriate load reductions for any sponsors in his faculty.

Item 4 produced lengthy discussion, involving (1) the place in the school of Independent Study, (2) the maximum allowable credits, (3) whether Contracts should not provide alternative routes to courses offered (a feeling developed that they should not), (4) a consideration of an on-going project in journalism, (5) an Independent Study program in French and the possibility of its becoming a Contract approach.

Petition: Further concern was expressed over the petition of Normand Halle for back-transfer of 30+ credits earned at SMU toward a degree from us.

Conclusion: No recommendation resulted.

Next Meeting: We will meet at 4:00 p.m. in Room A-205 on Monday 2 December to consider (1) Mr. Halle's petition, (2) the items remaining on the 7 November memorandum, and (3) whether Independent Study should continue as a different route than Contract Learning.

MEMORANDUM

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

TO: Dean Castaldi

FROM: Academic Standards Committee

DATE: November 20, 1974

SUBJECT: RECOMMENDATION--Contract Learning

We urge immediate consideration for adoption by the Administration of the following procedure for processing Contracts; further that as soon as the procedure is accepted, it immediately be well publicized to both Faculty and Students, in addition to inclusion in the new BCC catalog.

PROCESSING OF CONTRACT LEARNING

1. Student and sponsor work out details (performance expected, means of accomplishing goals, testing procedure, credit assigned).

2. Contract must be approved by the Department or Program and its Chairman or Director. In the case of one or two person departments, approval of two other members of the Division, excluding the Division Chairman, is necessary.

3. Contract must be approved by the Division Chairman.

4. Contract must be accepted and approved by the Dean of Academic Affairs or his designee.

5. The renegotiation of any Contract must follow the above route.

6. Credit will be awarded for any future Contract only if the above procedure has been followed before the student commences his work.

It is also separately requested that each semester the Dean of Academic Affairs send to the Divisional Chairman a resume of all ongoing Contracts.

RSHP

BRISTOL COMMUNITY COLLEGE

Memorandum

TO: Members of CODICH

FROM: Dean Castaldi

SUBJECT: Contract Learning

DATE: November 25, 1974

I am attaching herewith a recommendation from the Academic Standards Committee pertaining to the procedures involved in initiating a project for Contract Learning. Would you please review this recommended procedure so that we can discuss it at the next CODICH meeting and hopefully arrive at some acceptable procedure for initiating Contract Learning.

Obviously, other aspects of the Contract Learning activity are still to be dealt with. I am referring to the matters pertaining to the amount of credit, method of evaluation and how it will be recorded on the official records. It is my feeling that the Academic Standards Committee have taken a proper approach in discussing the various aspects of Contract Learning in stages. Apparently, the attached recommendations refer primarily to a procedure that would enable a student to enter into a Contract Learning situation. I have also received a number of suggestions from various sources including the divisions and will eventually put everything together in a packet for your consideration. I also plan to turn all of the comments over to the Academic Standards Committee for its consideration as it moves to the next phase of Contract Learning.

BRISTOL COMMUNITY COLLEGE

The meeting of CODICH was held on Wednesday November 27, 1974 in Dean Castaldi's office. Members present were: Mr. Korotsky, Mrs. Nicolet, Mr. Ryckebusch, Mr. Fletcher, Mr. Caramello, Mr. Sherman, Mr. Wiggins, Mr. Lothrop, Mrs. Thomas, Mr. St. Pierre, chaired by Dean Castaldi.

TOPIC	DISCUSSION	ACTION
Academic Calendar-Spring 75 draft	The hour is late for change, however, there were no serious objections raised. In fact, the present draft is preferable since it omits the February vacation three weeks after the beginning of the semester. On the basis of the previously circulated calendar, some faculty members have made plans for a vacation in February.	CODICH requests Dean Castaldi to ask the President to distribute this calendar to the entire faculty immediately.
Campus Clocks	The clocks rarely show the right time and thus are distracting to all who rely on them. Some clocks have been removed from the Science Bldg. much to the consternation of most faculty members. The clocks were expensive and CODICH feels that periodic adjustments by custodians not removal would be the better approach. It was also noted that the monitor clock is inaccurate many times.	Suggest that every effort by made to adjust the timepieces periodically to prevent gross inaccuracy and that the master clock on the monitor be regulated by radio time or other similarly accurate method.
Absentee listing on monitor	Faculty listed out one day may have name on list the next day, when, in reality, they are "on board."	
Faculty Evaluation	Mass. Bd. of Higher Education has hired MACE (Mass. Advisory Council on Education) to do a study on faculty evaluation at the state colleges. This group has requested a convenient time to visit this campus. Mr. St. Pierre read a communication which gave a brief overview of the project. Performance criteria will be the focus.	CODICH suggests that a Wed. in lieu of their regular meeting be used to meet with MACE.

TOPIC	DISCUSSION	ACTION
21 Day Waiting Period	President Hudnall does not remember receiving minutes of CODICH where a proposal of protocol requesting reaction on issues be received back from him in 21 days. If no answer from him in that time, CODICH will assume a favorable response.	Dean Castaldi will send him a copy of the minutes that include an outline of the policy.
Mail	Division II asked that mail be delivered to each building so that divisional secretaries could distribute it. It appears that inter-building delivery of materials is extremely slow and sometimes non-existent.	CODICH feels that the buildings method of distribution should be expedited as soon as possible.
	Dean Castaldi was asked if he was involved in (who was?) the determination of need for the new faculty mailboxes with the combination locks? Dr. Castaldi replied that he was involved to the extent that he was apprised of the amount of maintenance monies for the college. How it was to be spent was not directly spelled out.	CODICH feels that funds spent for college items such as this should be discussed prior to purchases.
	Discussion ensued on various purchases that appear to have been made without wide knowledge of reasons why such as the inordinate amount spent on art work, small round tables, etc.	
Promotions	The question was asked of Dr. Castaldi re: the status of the faculty names submitted for promotion. Dr. Castaldi reported that the President stated that the names are in process of being sent to Boston. He also mentioned that Dr. Dwyer had questioned the number of names sent by Bristol Community College.	CODICH wishes Dean Castaldi to convey to the President that they feel the names must be submitted by him to the Board for its Dec. 10th meeting.

TOPIC	DISCUSSION	ACTION
Sabbatical Committee	CODICH has requested a list of the members who will serve on this committee and wish to know if the President has given them their charge so that they can begin to function. In this same vein, CODICH would like a list of all on-going committees (college) both standing and Ad Hoc and their membership.	Dr. Castaldi will obtain this information for CODICH.
Announcement	The New Bedford probation office has been in contact with Dean Castaldi to inquire if there is a role that Bristol Community College should/could play with young first offenders. Some students are already involved in projects of this nature.	Next Wednesday, Dec. 4th, Mrs. Long and Mr. J. Souza will present their ideas and philosophy to CODICH.
Final Exam Schedule	Mr. Fletcher discussed the tentative schedule. Dr. Castaldi announced that no finals are to be given during a regular class meeting.	All requests for procedural change re: finals must be submitted to Dr. Castaldi in writing who in turn will respond in writing.
Announcement	Last call for a division to inform Dean Castaldi if it absolutely requires supplies not covered in its respective divisional budget.	
Contract Learning	Some comments have been submitted to Dr. Castaldi in writing from a number of individuals. Mr. Sherman presented the Academic Standards 4 point procedure in the process for approval to CODICH for discussion and input. Mr. Sherman informed CODICH that there are presently several on-going contracts although the students so engaged did not follow channels.	Mr. Sherman will relay ideas shared here with Academic Standards Committee who is charged with writing the policy in all of its aspects CODICH does recommend that modifications in the present process be made to include similar to S.M.U. statement and that if a student is in a particular program the program director becomes involved.

TOPIC	DISCUSSION	ACTION
Contract Learning (continued)	Mr. Sherman stressed that the process of approval is to be completed prior to a student beginning a contract and that all divisional chairmen should be cognizant of all students involved in contract undertakings each semester. Question: If student is in a particular program but chooses project in a general education discipline--how will this be handled??(policy presented to CODICH is not clear on this). Mrs. Nicolet read a statement in the S.M.U. contract policy which clearly defined how this would be done: "If the contract is in an area other than the student's major, the students department chairman must also sign the contract to ensure that the credits will fulfill graduate requirements." Question: How or will faculty load be adjusted when advising students who engage in contract learning? It was mentioned that if the learning experiences are agency oriented the faculty member is not terribly involved, however, if the learning experiences stem from a "directed study," faculty time will/may be heavy. Question: What will be the role of the advisor in contract learning?(some discussion ensued re: problems of advisement not germaine to contract learning, i.e., advisors see student cards two times per year and must send them right back to student services... there is a need for duplicate cards...pre-professional advisement still poses enormous problems.) Question: Independent study--what is it? how does it relate to contract learning? Evaluation methodology was discussed at great length.	

TOPIC	DISCUSSION	ACTION
Comments by Mr. St. Pierre	Expressed concern that the requirements in the handbook appear to be too involved and this may discourage some students. Feels that conflict resolution is built into the policy to a degree. The student ought to have a way of resolving if stymied, there should be an avenue open to a student that he can follow for resolution if bureaucracy delays too long. It is faculty prerogative-- a)if, in their opinion, project is not good--say no b)if he feels he simply does not have sufficient time to give --say no c)if student feels that in spite of this, the project is worthwhile, what happens now?? Does the student find another sponsor?? If a department turns down proposal, does a student have recourse?...perhaps a committee would hear proposal first before steps of process begins. Assignments to faculty without compensation is not good. Some colleges have a full time coordinator.	
Request from President Hudnall	CODICH was asked to suggest a faculty member to serve as the representative on the Safety and Health Committee.	The name of Miss Ruth Hurley, Associate Prof. in Nursing was submitted.

Respectfully submitted,

Edith Thomas, Recorder

Dean St Pierre

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

Minutes of the Sixth Fall Meeting of Academic Standards Committee
December 2, 1974 at 4:05 p.m., Room A-205

Present: Mrs. Denning, Mrs. Nicolet, Mr. Pezza, Mr. Sherman, Mr. Warr, Mr. Yard
(Mr. Fruzzetti and Miss Vaz were excused)

I. Petitions:

Mr. Normand Halle

Petition: To transfer back from SMU credits in chemistry, physics, math and engineering sufficient to receive an Associate's degree. He has 33 credits with us.

Discussion: Back transfer of 12 credits, this is far beyond our customary allowable 6 credits (which we have occasionally stretched to 9).

Student was advised to transfer (and was accepted by SMU) after one year with us, since few of the courses he wanted or needed were offered here (though he was then considering a baccalaureate degree).

Action: While we question acceptance of so many transfer credits, we find BCC somewhat at fault in not offering more of the courses he needed. Also Mr. Hanack favors acceptance.

We return this petition to the Academic Administration urging careful consideration of this unusual situation which has considerable merit, but is outside of policy. While we would not protest a decision either pro or con, we would insist that a decision to accept be made solely on the merits of the situation, and not be construed as establishing a precedent for future automatic action.

Mr. Stanley Miska

Petition: To accept for credit grade of "D" in Physics 1 at SMU.

Recommendation: Accept

Justification: (1) He achieved a "C" in the second semester SMU physics course; (2) Mr. Hanack and Mr. Sherman both recommend acceptance--Mr. Hanack basing his recommendation on present performance of student. We urge such acceptance be a reaction to a special case and not be construed as establishing precedent.

II. Contract Learning:

A. We accepted modifications in our initial proposal for processing of Contract Learning. (1) Program Director or Chairman of student's program or major area should also approve. (2) Report of student if his proposal is turned down. To be rewritten by Mr. Sherman.

II. Contract Learning: (cont.)

A. Concerns 5, 8, 9 and 10 were discussed and approved with minor modification. Concern 4 was modified to suggest emphasis on field work, and to eliminate use of Contract as alternative route for courses offered at BCC--in line with justification suggested by Dean St. Pierre.

III. General discussion of the academic relevance of two five-week summer sessions ensued. Strong feeling was expressed that many courses offered in these sessions cannot cover the same ground as courses in the regular semester, in depth, in total amount of material or in a developed use of the appropriate language.

Next Meeting: Mr. Sherman to attempt by poll to establish a meeting time during exam week for consideration of (1) late petitions and (2) Contract Learning.

Dick

MEMORANDUM

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

TO: Dean Castaldi

FROM: Academic Standards Committee

DATE: December 3, 1974

SUBJECT: RECOMMENDATION--Contract Learning--Final Draft

We urge immediate consideration for adoption by the Administration of the following modified procedure for processing Contracts; further that as soon as the procedure is accepted, it immediately be well publicized to both Faculty and Students, in addition to inclusion in the new BCC catalog.

PROCESSING OF CONTRACT LEARNING

1. Student selects a sponsor who agrees to work with him. (The student is encouraged to seek suggestions for a sponsor by consulting the Department or Division Chairman.)

2. Student and sponsor work out details (any involvement of outside agency, performance expected, means of accomplishing goals and of testing results, and credit to be assigned).

3. Sponsor submits proposal for approval to the Department or Program most directly concerned with the subject area. (In the case of one or two person departments, approval of two other members of the Division, excluding the Division Chairman, is necessary.) This group may also arbitrate differences between a sponsor and student relative to academic feasibility and number of credits. In fact the student may appeal to this group if he can find no sponsor.

4. If the Contract is in a field outside the student's concentration, approval of his Program Director or Department Chairman is also necessary.

5. Sponsor then submits Contract for approval to the Divisional Chairman.

6. Either sponsor or Chairman submits Contract for acceptance to the Dean of Academic Affairs or his designee. The Dean (or his designee) will notify both the sponsor and Divisional Chairman of his action as soon as possible.

7. The renegotiation of any Contract must follow the above route.

8. Credit for any future contract will be awarded only if the above procedure is followed <u>before</u> the student commences his work.

9. A Contract should complete processing before the Academic Advisement period in any semester to permit the Divisional Chairman to plan for any adjustment of the sponsor's load during the ensuing semester.

It is separately requested that each semester the Dean of Academic Affairs will send to the Divisional Chairmen a resume of all accepted and ongoing Contracts.

BRISTOL COMMUNITY COLLEGE

The weekly meeting of CODICH was held on December 4, 1974 at 9:00 A.M. in Dean Castaldi's office. All were present, including Dean Castaldi, Asst. to the Dean, Richard St. Pierre, Anthony Caramello, Henry Korotsky, Foster Wiggins, Tania Nicolet, Edith Thomas, Robert Sherman, Jules Ryckebusch and Arthur Lothrop representing Mr. Ryckebusch after 10:00 A.M.

TOPIC	DISCUSSION	ACTION
New Curriculum Committee Procedure	Asst. to the Dean Richard St. Pierre's proposal for a new Curriculum Committee Structure (see CODICH meeting notes of November 20, 1974) recommended by CODICH, has been approved by President Hudnall, who has authorized the Dean of Academic Affairs to go ahead with its implementation.	Dr. Castaldi directed divisional chairpersons to acquaint division members with its new procedure and to go ahead with organizing divisional committees; and to submit names of division representatives for the college-wide Curriculum Committee to Mr. St. Pierre, as soon as possible.
Clarification and Reiteration of Process of Adopting New Courses in Evening and Summer Sessions	Questions were raised about new courses for academic credit in the evening and summer schools. Dean Castaldi reiterated the college policy that any course for any kind of credit is under the jurisdiction of the appropriate division chairperson. And any new courses to be considered as evening and summer offerings will follow the same procedures as in the day school.	In the near future, Dean Castaldi will be undertaking a review of Continuing Education's policies as they involve the academic area, as part of a salutary, ongoing process to insure the same continued high standards and cooperation we have always enjoyed with the Office of Continuing Education.
MACE Meeting on Faculty Evaluation	At next week's CODICH meeting a representative of the Mass. Advisory Council on Education (MACE) will meet with divisional chairpersons to discuss its forthcoming study on faculty evaluation at the state colleges. He will also meet with selected members of the faculty, faculty association and students later in the day.	CODICH's time will be devoted exclusively to this matter on Wednesday.
Status of the College Committees	The breakdown of college committees at the present time is as follows: Committee on Committees Committee on Academic Standards Committee on Academic Standing Curriculum Committee Public Occasions Committee Athletic Advisory Committee Student Faculty Board	

TOPIC	DISCUSSION	ACTION
College Committees (cont.)	College Committee on Traffic & Safety Learning Resources Committee College Committee on Advisement Ad Hoc Committee on Sabbaticals	
Sabbatical Committee	Dean Castaldi announced that the new Ad Hoc Committee on Sabbaticals has been named. It has not been charged as yet.	President Hudnall will got a membership list out to divisicnal chairpersons indicating members of the committee.
Promotions	CODICH requests that names sent into the Board for promotion be sent to divisional chairpersons; the group also expressed concern that names of those recommended be submitted to the Board as soon as possible.	Dean Castaldi has been in touch with the President on this matter.
Expending Funds	Dean Castaldi relayed a message from Dean Fredericks advising divisions that they should expend their accounts. Several still have largely unexpended funds in their "13" acct.	CODICH members with requests for enrichment funds should contact Dr. Castaldi.
Rhode Island Jr. College Conference on the Liberal Arts	Same discussion took place on the forthcoming April meeting on the Liberal Arts at Rhode Island Jr. College; and whether delegates would be sent out of division budget.	Division chairpersons whose people would be affected should check into this with Dean Castaldi.
Enrollment for next semester; Advisement Questions Raised by Divisional Chairpersons	1) When will we get enrollment figures? It is imperative that division chairpersons know soon to enable them to staff next semester's courses.	Dean Castaldi and Asst. Dean Richard St. Pierre will follow up on those questions.
	2) Is the enrollment to increase dramatically next semester? (or will increases be balanced out by normal attrition?) Rumors are flying!	Dean Castaldi and Asst. Dean Richard St. Pierre will pursue the whole area and the inter-related one with academic advisement-in depth study and a recommendation for a workable plan for the spring.

TOPIC	DISCUSSION	ACTION
Selected Offender Division Program	Mr. Joseph Souza and Mrs. Long of the Mass. Parole Board and the New Bedford District Court explained the new selected offender diversion program, enacted by Massachusetts to rehabilitate first offenders. They are asking the college's support as they build a model that will be enduring as it assists youthful offenders and gives them intensive care and possible respite from prosecution. They would like to enlist the help of the administration faculty and students to correct educational, vocational, physical and psychological deficiencies in these offenders to prevent further criminal behavior. Possibilities here might be explored by a joint committee of these groups. A training program will be set up for volunteers. CODICH expressed support and pointed out that this might be a natural for Contract Learning.	Mrs. Long and Mr. Souza will meet with the President and others, including Student Services and E.O.C. Appropriate divisional chairpersons will discuss possibilities with such areas as Law Enforcement.

Respectfully submitted,

Paul Fletcher, Recorder for the meeting

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

MEMORANDUM TO: Dean Castaldi

FROM: Foster Wiggins

DATE: December 10, 1974

SUBJECT: CONTRACT LEARNING

Below are some thoughts concerning Contract Learning.

Al Roy

1. Some way of rewarding faculty who serve as advisors for students will have to be developed for this system to go.
2. Also, limiting contracts to 3 credits or a multiple of same, might be a consideration.

Robert Cyr

1. I have sponsored several students for contract learning this past year and the procedure used does not resemble procedure described here. Once a sponsor's (faculty) name has been obtained--there is very little communication between student and sponsor and sponsor and administration. This guide seems to rectify these existing deficiencies.

cc: Richard St. Pierre

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts

CODICH--Minutes of Meeting on December 11, 1974. Present were: Robert Sherman, Anthony Caramello, Richard St. Pierre, Foster Wiggins, Henry Korotsky, Tania Nicolet, Jules Ryckebusch, and Arthur Lothrop (after 10:00 o'clock).

TOPIC	DISCUSSION	ACTION
Minutes of last meeting December 4, 1974		Accepted
Contract Learning	Bob Sherman made the point that the student selects a sponsor who wants to work with him. Mutuality of interest in a contract was stressed. The Academic Standards Committee's revised procedure was presented and approved. The following points were brought up and discussed concerning contract learning: The relationship of a contract to a teaching load and the possibility of a contract approach for handicapped students. Henry Korotsky suggested that the procedure for contract learning could be a hindrance to a student. The SMU contract system was discussed and it was pointed out that the great majority of SMU contracts are out in Business and Sociology. The co-op method such as Northeastern's and North Adams' was discussed. The question of forms of possible released faculty time for contracts arose. It was felt that coordination of contracts is needed and faculty-agency responsibility of Voc. Ed. funding also was discussed.	Accepted
Contract Learning	The group agreed that a coordinator for Contract Learning was necessary. Mr. St. Pierre said he would work closely with this person. The coordinator should be based in the office of the Dean of Academic Affairs.	CODICH recommends that a coordinator be hired, that he work from the office of the Dean of Academic Affairs, and that he meet regularly with CODICH.

TOPIC	DISCUSSION	ACTION
Contract Learning (continued)	Dean Castaldi said that generally applied evaluation criteria and procedures should be developed beyond those suggested in the final draft of the Procedures for Contract Learning.	CODICH requests the Committee on Academic Standards to consider the question of a generally applied student evaluation process for contract learning and to report back to CODICH by February 20, 1975.
Memo from Pres. Hudnall- Recommendations to Board on Promotions for Pro-Fessionals	Beyond the information in President Hudnall's memo, Dean Castaldi explained that refusal by the executive branch to fund new positions created by legislative branch was the main reason for shortage of funds for faculty promotion. CODICH members expressed concern and dismay at the news in the memo.	Dean Castaldi will distribute the information contained in the President's memo to the faculty.
Communication to Mr. Holochwost about scheduling	Announcement: The line of communication to Mr. Holochwost is through Mr. St. Pierre.	Chairpersons will communicate through Mr. St. Pierre.
Notification of reappointed faculty	Dean Castaldi requested that names of faculty members in their first through fourth years who are recommended for reappointment be submitted to him immediately so that they may be notified of the recommendation.	Chairpersons will submit the names.
Promotion notification	Mr. Wiggins suggested that faculty recommended for promotion be notified of the recommendation, even if there is no money to actually promote them. CODICH agrees.	Dean Castaldi will relate this to the President.
Selected offender program	Dean Castaldi requested further response to the program. Members expressed support for it. The suggestion was made that a committee be formed to implement support.	Dean Castaldi will take this up further with Deans and Directors.

TOPIC	DISCUSSION	ACTION
MACE Study	Mr. Bob Hayden was introduced. He is a consultant to Training Development and Research of Newton which is conducting a study for MACE (The Mass. Advisory Council on Education). Mr. Hayden said that the study will concern faculty and administration evaluation in Massachusetts at 1) Community Colleges 2) Four year State Colleges 3) Post Secondary Vocational & Technical Schools 4) Private Institutions. In the community college study 20 "sight visits" are being made, one to each of 20 community colleges. The study will result in a handbook containing descriptions of a variety of procedures and approaches to faculty evaluation. MACE will run workshops around the state about the material in the handbook, before the final revision of the handbook is written. One representative from BCC should be present at workshops. The handbook will contain information about: 1) How a college can assess its existing faculty evaluation program. 2) How improvements may be made based on that assessment. 3) How to develop a faculty evaluation procedure if none exists now. 4) What TDR has gained from the study. Mr. Hayden offered three questions for response by CODICH members (the same questions be used in an earlier meeting with students). 1) What is the present faculty evaluation process? Answer and discussion: Most divisional chairpersons use the same list of 23 criteria which came originally from the Board. They vary in the ways they use it. In some divisions a faculty member contributes a written self evaluation as part of the process. The faculty has rejected student evaluation for administrative use, but such evaluation happens informally, through student complaints. There are many reasons other than poor teaching, for student complaints about teachers.	CODICH will follow with interest the results of the study.

TOPIC	DISCUSSION	ACTION
MACE study (continued)	2) Where would you like to be 3 years from now in terms of faculty evaluation? Answer and discussion: In response to this Mr. St. Pierre said that the idea would be a match between students' learning style and teachers' teaching style. The discussion took up student evaluation of faculty again. In any system of student evaluation situational factors must be carefully weighed, as they are now when students complain. The real reason for a complaint may have little to do with poor teaching; a student may think a course is too hard or resent being required to take it. General agreement was expressed with the principle of student evaluation. Dean Castaldi said he would like to see research and community service given greater emphasis as criteria in evaluation of faculty. The question was raised whether faculty evaluation should be based in part, on students' success in the world of work after graduation. Dean Castaldi said that follow-up data should be used in evaluation of programs rather than individual teachers. Opinions of a BCC graduate several years after he has graduated might be more valuable than those of a student still at BCC. 3) What are the obstacles to making changes in the faculty evaluation procedure? Answer and discussion: Faculty would resist evaluation by students, especially if there were no built in procedure for faculty to evaluate administrators. Even this study by MACE has appeared threatening to many faculty members. Mr. Hayden pointed out that schools would not be named in this study.	

MEMORANDUM

BRISTOL COMMUNITY COLLECE
Fall River, Massachusetts

TO: Dean Castaldi

FROM: R. M. Sherman

DATE: November 13, 1974

While the Academic Standards Committee have been considering the Contract Learning proposal of Dean St. Pierre, we have heard that several independent projects are currently ongoing. One of them, at least, is being conducted under the guise of Independent Study.

We are currently wondering if such Independent Study projects are to continue in addition to and separately from Contract Learning, or is it anticipated that, once firmed up, Contracts would include or absorb other Independent Study arrangements.

It would appear that if they are to remain separate, there should be a clear definition to distinguish each from the other, and a publicized route of approval to be followed for each.

cc: Dean St. Pierre

BRISTOL COMMUNITY COLLEGE

Memorandum

TO: Mr. Sherman

FROM: Dean Castaldi

SUBJECT: Status of Independent Study Projects in View of Contract Learning Procedures

DATE: November 18, 1974

As you will recall the independent study concept was devised about six years ago to take care of students like David Whitty who were capable of doing work on their own under the guidance of a faculty member. The adoption of this procedure was necessitated by the fact that we had no other way of taking care of such students.

Under the comprehensive plan developed by Mr. St. Pierre, utilizing contract learning concept, the old independent study concept is simply another form of contract learning. Actually, the requirements under contract learning are much more sound educationally than the informally adopted independent study. Consequently, it would be my feeling at the moment that we should delete the independent study concept as an entity and absorb it within the contract learning program which is in process of finalization.

It would be in order, if the Academic Standards Committee wished to do so, to review the relationship of independent study to contract learning and make an appropriate recommendation whether or not it agrees with the thoughts I have mentioned above regarding independent study in relation to contract learning.

c.c. R. St. Pierre ✓

APPENDIX C

C. Student Commitment

Grade choice _____

Topic of research _____

_____

Texts _____ _____
(Title) (Author)

_____ _____

_____ _____

_____ _____

_____ _____

Substitutions _____ _____

_____

_____

Completion date _____ Last renegotiation date _____

Changes _____

_____

_____

_____ _____
(Student's Signature) (Date)

_____ _____
(Instructor's Signature) (Date)

*****

D. Contract Finalization

Final grade _____

Comments _____

_____

_____

_____ _____
(Instructor's Signature) (Date)

APPENDIX D

FACULTY GUIDE FOR CONTRACT LEARNING

BRISTOL COMMUNITY COLLEGE

Prepared by
Richard W. St. Pierre

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This guide is intended to help you assist students in writing a learning plan that provides students with information on how their goals can be best achieved through courses, on-the-job training, or independent study.

Several approaches to the following problems will be suggested:

1. Determining the environment for learning.
2. Calendar for Learning.
3. Nonpunitive approach to Contract Learning.
4. Credit hours assigned.
5. Development of the Contract.

Perhaps the first step in helping a student develop his contract learning proposal is to be sure that he or she has read the Student Guide on Contract Learning.

Determining the Environment for Learning. With any new approach, the environment for learning must be created by helping the student build it, seek it out or cultivate new imaginative attitudes toward the location in which the learning takes place. The contract approach to learning is not restricted to bricks and mortar but may have students participating in learning experiences either as part of independent study or in a cooperative venture with local businesses and industries. In the latter part of the guide it is considered essential that the desired environment for a particular learning experience be specified--in writing--as part of the learning unit. Contract learning proposals will be approved only for endeavors that do not duplicate Bristol Community College's current curriculum of courses.

The Calendar for Learning. One of the contributing factors in the climate for learning is a calendar for learning which is usually determined in the traditional fashion based on the semester approach. With Contract Learning, however,

the open-ended calendar is suggested. The student then can begin a series of learning activities, usually assigned a certain number of credits, and when specified objectives of these learning activities have been attained or mastered by the learner, the student is finished with the course. This holds true, whether it takes two weeks, two months or longer. The open-ended calendar is the only calendar where learning experiences in this approach can be completely personalized.

If by the end of the traditional semester, the student has not completed a prescribed program of study, it may be indicated on his contract that the course is Still in Progress or the contract may be renegotiated for a longer period of time. Renegotiation should follow the following procedure:

1. A student not fulfilling any term of his contract commitment shall earn no grade.
2. The student may complete the commitment to the course contract later than the end of the semester (with consent of the instructor). A grade of SIP will be given at the end of the course with removal of such grade when contracted work is completed by a date in the following semester, as mutually agreed upon by the student and the instructor.
3. The original contract may be renegotiated prior to two weeks before the end of the course semester; all changes in the contract must be written and initialed on the original contract.
4. Personal conferences are suggested as needed throughout the semester; a final conference to discuss contract, written work, and final grade is required during the last week of the course.

During the drop-and-add period the student may drop his contract learning program. Up to six (6) weeks in the semester during which the contract was initially developed, the student may increase the credit hours for his contract

learning, subject to the same approval procedures as for the original proposal. It is understood that the amount of credit added may necessitate the dropping of other courses from the student's current program.

In all cases where a student's program is possibly going to be altered, the faculty sponsor should be in close communication with the student's advisor.

Nonpunitive Philosophy of Contract Learning. There are several approaches to the Contract Learning proposals. In an On-The-Job Training contract, the normal approach would be to assign a P to indicate a passing grade if the contract has been completed. If the student does not perform up to a minimally acceptable level, then there is no recorded recognition of the fact that he or she has experienced a learning activity.

If the learning experience is one in which independent study is taking place and which seems reasonable in a sense that formal grades can be assigned, the following approach is suggested. At the completion of the program, a grade of A, B, C or nothing is indicated. A suggested approach to grading in this fashion is:

Requirements for Grades

Grade of A 1. Selection of a research topic directly relating to internship assignment.

2. Written critiques of the suggested text(s) and three (3) or more additional texts from the course bibliography.

a. Each critique should be 500-1000 words in length and should include the following:

--The basic principles and ideas of the book.

--The student's reaction to these.

--The student's comments.

b. The student may substitute other texts or material from other media (films, tapes, etc.) for the additional texts, as mutually agreed upon by the student and the instructor; critiques of these substitutes will also be required.

c. The student may substitute special projects for the additional texts, as mutually agreed upon by the student and the instructor. Some examples:

--Development of sound/slide presentations.

--Development of various other media presentations, including written materials.

--Development of special methods for use in agency or interest area (ex: special teaching method for slow learners).

A critique, descriptive analysis, or documentation of such a project will also be required.

3. Three (3) case analyses from the student's internship agency, to include the following:

--Background history of case.

--Current process of case.

--Future expectations of case.

4. A written definitive analysis, of 1500 words or more, to include the following:

a. A description of the internship experience.

b. A self-evaluation of the internship experience.

c. An evaluation of the class experience and an analysis and correlation of the class experience to the internship experience, as a <u>demonstration</u> of the course objectives.

5. Demonstration of significant accomplishment in attaining internship objectives.
6. Demonstration of significant accomplishment in maintaining classroom objectives.

Grade of B
1. Selection of research topic directly relating to internship assignment.
2. Written critiques of the suggested text(s) and two (2) additional texts from the course bibliography (as described above).
3. Two (2) case analyses from the student's internship agency (as described above).
4. A written definitive analysis (as described above).
5. Demonstration of significant accomplishment in attaining internship objectives.
6. Demonstration of significant accomplishment in maintaining classroom objectives.

Grade of C
1. Selection of a research topic directly relating to internship assignment.
2. Written critiques of the suggested text(s) and one (1) additional text from the course bibliography (as described above).
3. One (1) case analysis from the student's internship agency (as described above).
4. A written definitive analysis (as described above).
5. Demonstration of significant accomplishment attaining internship objectives.
6. Demonstration of significant accomplishment in maintaining classroom objectives.

Credit Hours Assigned. Asa S. Knowles in the Handbook of Cooperative Education writes that in 1968, the Cooperative Education Association and Cooperative Education Division of the American Society for Engineering Education appointed joint committees to study certain matters particularly relevant to the cooperative education movement in the United States and Canada.[1] One of these committees was the Committee on Academic Credit.

C.E.A./C.E.D. approved the following recommendations "as a general guideline:"

> Institutions providing cooperative education experiences to their students should grant academic credit for these off-campus assignments under the following circumstances:
>
> 1. The student completes all required off-campus cooperative educational assignments in a specific program.
> 2. The student submits a final written report to the educational institution after the conclusion of the final work period for a consideration for academic credit.
> 3. Evaluation would be on a pass/fail basis.

These recommendations were subsequently supported "in principle" by A.S.E.E. Executive Board. The committee recommendation goes on to say that it is recognized that certain off-campus experiences may be of lesser quality than others. Also, a certain student may accomplish more than some other student on the job, and, therefore, the range of individual student experiences will vary. For this reason, it seems that academic credit should be granted for the total educational experience off-campus, rather than for individual off-campus periods in industry.

---

[1]Asa S. Knowles and Associates, The Handbook of Cooperative Education (San Francisco, Washington, London: Jossey-Bass Inc., Publishers, 1971), pp. 231-232.

The final report submitted by the student to the faculty after completion of all off-campus experiences could consist of a comprehensive report covering all phases of the student's work, or individual reports which would be examined for their total content. In either case, the faculty would be required to make a judgment on how much, if any, academic credit could be granted for the total off-campus experiences. The C.E.A./C.E.D. Committee also feels that any academic credit awarded for work experience should not be of the add-on variety since the original objective is to allow students to use the off-campus experience as partial fulfillment of his degree requirements.

In most field work experiences at Bristol Community College, the general rule that is followed is that three hours on the job per week for fifteen weeks is equivalent to one semester credit hour of experience (45 clock hours equals one semester hour of credit). There are exceptions to this depending upon the placement and quality of the experience. Use this as a general minimal guideline in assigning credit hours.

The amount of credit assigned to a student's program is based on the merits of the particular program and may vary to a maximum of one-eighth of a student's total credit hours required for his particular degree program.

Students in transfer programs must, however, understand that contract courses may not transfer to upper level colleges and universities and that the credit would be in addition to the regular program requirements.

Development of the Contract. The contract proper with the student will consist of the following:

1. Rationale
2. Objectives
3. Learning activities and environment

4. Evaluation and documentation
5. Revision
6. Signed Contract

The Rationale

The student should state the reasons why it is important to be involved in a contract learning situation. The student should indicate how the proposed contract relates to some of the following: personal interest, career objectives, providing background for future study in a subject area, enriching everyday life, developing personal skills in areas recognized as important for social or professional mobility.

The Objectives

The student should indicate here what he expects to gain from his experience. The objectives are written in terms of student behavior, i.e. what the student will be able to do after the experience that he could not do before.

Learning Activities and Environment

This is where the student indicates where the major part of his learning contract will be conducted and under whose supervision. If he is planning on being involved with reading assignments, he must indicate those assignments here. Also, the student must indicate the approximate number of hours per week that he plans to spend in the contract experience.

Evaluation and Documentation

The student must indicate how he intends to report on his learning experiences. This can be in the form of a Report Paper, along with an evaluation report by his sponsor and agency supervisor, if one is involved. If other means are appropriate such as the submission of an art portfolio, this must be indicated here.

Revision

As an addendum to the evaluation report, the student must indicate what changes

he would recommend in the contract learning approach to make it a better learning experience for others choosing this method of learning.

Signed Contract

The procedure for processing contracts for approval is:

1. Student selects a sponsor who agrees to work with him/her. (The student is encouraged to seek suggestions for a sponsor by consulting the Department or Division Chairperson.)
2. Student and sponsor work out details (any involvement of outside agency, performance expected, means of accomplishing goals and of testing results, and credit to be assigned)
3. Sponsor submits proposal for approval to the Department or Program most directly concerned with the subject area. (In the case of one or two person departments, approval of two other members of the Division, excluding the Division Chairperson is necessary). This group may also arbitrate differences between a sponsor and student relative to academic feasibility and number of credits. In fact the student may appeal to this group if he can find no sponsor.
4. If the contract is in a field outside the student's concentration, approval of his Program Director or Department Chairperson is also necessary.
5. Sponsor then submits contract for approval to the Divisional Chairperson.
6. Either sponsor or Chairperson submits contract for acceptance to the Dean of Academic Affairs or his designee. The Dean (or his designee) will notify both the sponsor and Divisional Chairperson of his action as soon as possible.
7. The renegotiation of any contracts must follow the above route.

8. Credit for any future contracts will be awarded only if the above procedure is followed before the student commences his/her work.
9. A contract should complete processing before the Academic Advisement period in any semester to permit the Divisional Chairperson to plan for any adjustment of the sponsor's load during the ensuing semester.

SAMPLE CONTRACT

Title of Proposed Contract: Involvement in City Government

Rationale:

I am a student in the Environmental Management Program with an interest in political science as well. I realize that most of the policies developed by City and Town Planning Boards eventually have some effect on the environment. I would like to develop a contract with the Mayor's office in the City of Fall River to conduct a study of the following things:

1. Find out if there is a master plan for development with special attention given to park sites. If not, how could this be changed?
2. I would also like to determine who sets zoning policies in this community and interview them about their procedures. I would also like to attend some zoning hearings to understand more about the zoning problems.

I think that I could gain a broad knowledge of the mechanisms for decision making and it would be most beneficial to me as an Environmental Management Major.

Objectives:

After completing my contract, I will be able to:

1. Understand the workings of some phases of municipal government.
2. Understand the relationships between decision making and its effect on the environment.
3. Show an appreciation and understanding of the interrelationships of natural and man-made environments.
4. Acknowledge the fact that man is an integral part of the environment, and consequently dependent upon it for survival.

5. Appreciate the environmental consequences of change.
6. Recognize man's responsibility for the environment.
7. Evaluate alternative courses of action toward the solution of environmental problems.
8. Appreciate the fact that earth's resources are finite and subject to exhaustion by human consumption.
9. Work productively with others in an administrative setting.

Learning activities and Environment:

I plan to be working primarily with Mr. Joseph Doyle, Assistant to the Mayor. He will direct me to the proper authorities who will help me to conduct the studies and inform me of what meetings to attend. I expect to spend approximately ten hours a week on my contract proposal.

I also will read Volumes one and two of Man and Environment by McCabe and Mines.

Evaluation and Documentation:

I intend to submit to my faculty sponsor a paper similar to a term paper indicating what I accomplished through my experiences in this project. My faculty sponsor and agency supervisor will also submit evaluations of my project.

Revision:

I will submit along with my evaluation my thoughts on how the experiences can be improved for other students.

SAMPLE CONTRACT

Title of Proposed Contract: Keypunch Operation

Rationale:

I am a student in the Secretarial Science Program and I am planning to eventually work in one of the local banks. Through discussions that I have had with my advisor and with a local bank official that I know, I have learned that it would be beneficial to me to know about keypunch operations. My contract proposal is to take advantage of an opportunity given to me to learn the basic skills involved in keypunch operation.

Objectives:

After completing my contract, I will be able to:

1. Operate a keypunch machine and verifier and to perform minor repairs on them.
2. Understand the uses and implications of computers in society.
3. Understand the interrelationships of the various data processing functions and user functions.
4. Understand the basic functions and operations of unit record equipment.

Learning Activities and Environment:

I plan to be working with Miss Jana Roberts at the Somerset Trust Company. She will supervise and teach me to run the keypunch and verifier. She will also help me to understand how all of this equipment is used by the company in their business transactions. I expect to spend about seven hours a week working on my contract experience.

Evaluation and Documentation:

I will submit a written report to my faculty sponsor concerning my activities and what I have learned in my contract experience. Also, my agency supervisor will observe my ability to operate the keypunch and verifier. My faculty

sponsor and my agency supervisor will both submit evaluations of me.

Revision:

I will answer the questions on the revision questionnaire on how this type of experience can be improved for future students.

SAMPLE CONTRACT

Title of Proposed Contract: Public Health Law and Administration

Rationale:

Community action to control or ameliorate many health problems is needed in some degree to practically every major facet of health. This action comes about in some cases, through temporary or informal groups, but in most instances by a variety of relatively permanent and well established governmental and nongovernmental organizations.

Local, state, and federal agencies are tax supported and generally provide comprehensive basic functions including those which are regulatory in nature and carry the force of law.

Nongovernmental agencies are generally financed by contributions and endowments and are relatively independent and free of public control, but their activities are relatively narrow in scope providing research, education and services.

The effectiveness of these official and nonofficial organizations appears most closely related to the nature of the problem or task involved. I am a student in the Environmental Management Program, Health Option, and I must be knowledgeable of the structure, purpose, functions and responsibilities of these agencies in addition to the purpose, sources, and types of laws and regulations that are designed to protect the public's health.

Objectives:

After completing my contract, I will be able to:

1. Recognize the need for community health services.
    a. Distinguish between community and personal health activities.
    b. Formulate basic criteria to establish need for community action on specific health problems.

2. Appraise the general characteristics of various health agencies.
   a. Distinguish between the origin of various agencies in terms of governmental, voluntary, professional, etc.
   b. Describe the general functions of various agencies in terms of specific services, research, and health education.
3. Interpret major historical events in the development of health activities and organizations.
   a. Match historical events with appropriate historical period.
   b. Analyze the factors that appear to have influenced or initiated major historical events.
   c. Appraise the general effects or consequences of major historical events.
   d. Identify trends in historical events which appear to apply to contemporary events.
4. Analyze World Health Problems.
   a. Know the functions of the World Health Organization
   b. Identify health problems defined by the World Health Organization.
   c. Discuss solutions to these problems.
5. Identify the present organizations of official public health programs.
   a. Describe the general functions of the U.S. Public Health Service, state health departments and local health departments.
   b. Analyze the relationship among the three levels of government.
   c. Understand the legal authority for the formation of the health agencies at the three levels.
   d. Be knowledgeable of other official agencies concerned with public health.

6. Understand the legal considerations in public health.
   a. Define law and recognize its purpose.
   b. Identify sources of Public Health Law and Regulations.
   c. Be familiar with the writing and passage of laws and regulations.
   d. Know the licensing procedure.
7. Understand the value of public health statistics.
   a. Identify the sources of these statistics.
   b. Be able to interpret the statistics and use them effectively in public health programs.
8. Know the general characteristics of the various voluntary agencies in terms of:
   a. Functions and activities.
   b. Demonstrations and health education.
   c. Promotion of health legislation.
   d. Research.
9. Know the professional societies in relation to functions and activities.
10. Know the foundations; their endowments, functions, and activities.

Learning Activities and Environment:

I plan to be working with Mr. Brown, Divisional Chairman for Health Technologies, and Mr. Jones, Divisional Chairman for Engineering. Mr. Brown will supervise my experiences for this contract and help me to understand and investigate the problems and material involved. For my text, I will be using:

Principles of Public Health Administration - Hanlon

Health and the Modern Man - Read and Greene

I will also have readings from:

1. APHA Journal
2. Public Health Reports

I expect to spend at least seven to eight hours per week on this contract.

Evaluation and Documentation:

I will have a two hour weekly seminar with my faculty sponsor, Mr. Brown.

I will take a midsemester and final written examination under the supervision of my faculty sponsor. Also, I will submit a term paper for the course.

Revision:

I will answer the questions on the revision questionnaire on how this type of experience can be improved for future students.

BRISTOL COMMUNITY COLLEGE

STUDENT CONTRACTING FORM

Student's Name_____Birth Date_____Sex_____

Address_____Soc. Sec. No._____

_____

Program of Study_____

Advisor's Name_____

Faculty Sponsor's Name_____

Divisional Chairperson_____

Date_____

Complete the attached forms and submit them to your faculty sponsor. Keep the Revision Questionnaire until you hand in your completed contract and your evaluation.

CONTRACT

Title of Proposed Contract:

Rationale:

Objectives:

Learning Activities and Environment:

Evaluation and Documentation:

Revision:

AS A STUDENT (name)_____, I hereby agree to conduct my Contract Learning Proposal at_____ for___hours per week for the time period of _____.

IMPORTANT: AS PART OF THIS CONTRACT, I AGREE TO FILE AN EVALUATION REPORT OF MY EXPERIENCE AND TO SUBMIT THE REVISION QUESTIONNAIRE TO MY FACULTY SPONSOR.

_____
STUDENT SIGNATURE

AS SUPERVISOR to the above named student, I hereby agree to guide his/her work done under my direction and attempt to foster a close relationship between the work experience and the student's academic program.

_____
SUPERVISOR SIGNATURE

AS FACULTY SPONSOR to the above named student, I hereby agree to monitor the Contract, assess its progress, attempt to integrate it into his/her overall educational development, and GRANT_____CREDITS for the Off-Campus experience.

_____
FACULTY SIGNATURE

WE ALL HEREBY AGREE TO ATTEND A JOINT MEETING ARRANGED BY THE STUDENT IN ORDER TO ESTABLISH A CLOSE WORKING RELATIONSHIP DURING THE INTERNSHIP.

DATE_____ TIME_____ PLACE_____

_____	_____	_____
STUDENT	AGENCY SUPERVISOR	FACULTY SPONSOR

APPROVED_____
DIVISIONAL CHAIRPERSON

REVISION QUESTIONNAIRE

The basic purpose of this questionnaire is to develop an evaluation mechanism for Contract Learning placements. This office would be grateful for any information you feel would help us assess your experience and the placement itself. Please comment candidly on the statements listed below immediately upon completing your Contract, or if you prefer, simply use the blank space provided on the following page. Please return the Questionnaire to your faculty sponsor.

Thank you.

---

1. THE ORGANIZATION I WAS PLACED WITH WAS AN APPROPRIATE PLACEMENT FOR WHAT I WANTED TO ACCOMPLISH AND LEARN.

2. I FOUND THE WORK EXPERIENCE TO BE ADEQUATELY STRUCTURED AND SUFFICIENT TIME WAS ALLOCATED FOR STUDENT-SUPERVISOR INTERACTION.

3. I FELT I WAS ALLOWED TO ASSUME ADEQUATE RESPONSIBILITY DURING MY WORK EXPERIENCE.

4. MY CONTRACT LEARNING EXPERIENCE INFLUENCED MY CAREER GOALS AND ASPIRATIONS.

5. THE CONTRACT HELPED ME TO IDENTIFY MY STRENGTHS AND WEAKNESSES AS THEY PERTAIN TO MY CAREER GOALS.

6. THE CONTRACT HELPED ME TO INTEGRATE MY CLASSROOM LEARNING WITH THE PRACTICAL NEEDS OF MY PROSPECTIVE CAREER.

7. THE CONTRACT HELPED ME TO INCREASE MY SELF-CONFIDENCE ABOUT MY ABILITY TO SATISFACTORILY PERFORM CAREER-RELATED DUTIES.

8. I WOULD PARTICIPATE IN THE CONTRACT LEARNING PROGRAM AGAIN, IF I HAD IT TO DO OVER, AND I WOULD ENCOURAGE MY FRIENDS TO PARTICIPATE.